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ABSTRACT

Designed to provide basic information on joint planning of library services for jail populations by correctional and library personnel and inmates, this curriculum guide covers 10 topics: (1) a rationale for library services in jails; (2) the characteristics and role of the jail librarian; (3) the first steps in planning library services; (4) assessing the needs of inmates; (5) options for the delivery of jail library service and record keeping; (6) types and sources of materials and working with a materials selection policy; (7) service options, i.e., literacy programs, GED or high school completion, learner's advisory service, college-level examination program, correspondence courses, reentry classes or seminars, programs on topics of special interest, legal referral service, and information and referral; (8) how to develop community support for the jail library programs; (9) sources of funding, including suggestions for writing proposals; and (10) how to evaluate the program. Sample checklists, worksheets, and questionnaires are included, as well as short written exercises for the user of the guide. Appended materials include a list of national resources, library standards for jails and detention centers, a sample materials selection policy, sample policy statements, and sample questionnaires for interest surveys. (SD)

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JAIL LIBRARY SERVICE

for Jail Administrators

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JAIL LIBRARY SERVICE

A Guide for Librarians and Jail Administrators

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PREPARED FOR THE ASSOCIATION OF SPECIALIZED
AND COOPERATIVE LIBRARY AGENCIES
A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

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Preface

During 1979–80 the Association of Specialized and Cooperative Library Agencies (a division of the American Library Association) received an HEA II-B grant for a project entitled "Improving Jail Library Service," co-sponsored by the American Correctional Association, the National Jail Association, the National Sheriffs Association, the Fortune Society, and the Texas Criminal Justice Center at Sam Houston State University. This project was designed for jail staff, librarians, community agency personnel, local officials, and anyone else who believes that jail library service can provide the framework for overall education and rehabilitation of inmates and improved jail conditions and services. One of the significant aspects of this project is that correctional personnel, ex-offenders, and librarians were involved from the beginning.

The major products from this year of funding are:

* *Jail Library Service: A Guide for Librarians and Jail Administrators.* ALA, 1981. Project director, Sandra M. Cooper.

A step-by-step guide for jail and library staff on how to initiate or improve local jail library service. It also provides the content for workshops on jail library service.

* *Workshops for Jail Library Service: A Planning Manual.* ALA, 1981. Project director, Connie House.

A guide to planning and conducting workshops, conference programs, preconferences, institutes, and staff development sessions on jail library service for jail staff, library staff, other community agency personnel, and interested volunteers. *Jail Library Service* provides the content for the workshops in this manual.

*Available from ALA, 50 E. Huron, Chicago, IL 60611

National Institute on Library Service to Jail Populations. Huntsville, Texas, March 9–12, 1980. Project director, Connie House.

The National Institute trained 100 librarians, jail personnel, and state agency consultants in current trends and issues in jail library service and examined a number of problem areas. Videotapes of the institute sessions are available. For more information contact ASCLA, ALA, 50 E. Huron St., Chicago, IL 60611.

Introduction

The jail library—what is it? Is it someone pushing a book cart loaded with paperbacks and pamphlets through the jail? Is it a separate room in the jail, lined with shelves and filled with new books and magazines? Is it a package of books arriving in the mail every two weeks? Is it a librarian answering questions? The jail library is any or all of these, and more. It is the jail administration and librarians working together to meet the needs of the patron—in this case, the inmate. The jail library is dynamic. It may start out small, but it changes with increased needs and expanded resources.

The purpose of this guide is to help you plan or expand your jail library service. You will find out how to develop library service in different settings, particularly those in which there is no space or money available, since this is often the actual situation. You will learn how to begin with a small but quality service, and how to improve and enlarge service in the future.

This guide tries to present as many options as possible. With both the library and the correctional community committed to providing library service in jails, your primary task is to begin working together to plan which options are possible in your particular situation. Since most jails are not set up to handle a library within a jail, information and materials can be delivered by a librarian, jail personnel, or even a volunteer on a cell-by-cell basis. Materials can include books, magazines, GED (General Education Development) study materials, reentry information, agency pamphlets, legal materials, and audiovisual materials. The library can serve not only the inmate, but also the jail staff. The latter may be interested in books and information on current developments and career opportunities in the corrections field, subscriptions to correctional journals, and up-to-date information on court cases and funding sources, as well as traditional public library offerings.

When two agencies have to work closely together, it is important that each understands the priorities and points of view of the other. Libraries and librarians, for example, have as their primary goal quality library service to all segments of the population. Toward this end, public libraries try to meet the particular needs and interests not only of anyone walking through their

doors, but also of residents of hospitals and nursing homes, service clubs, businesses, the physically and mentally impaired, and other people who for various reasons cannot get to the library. Library standards established by the American Library Association recommend service to jail inmates as well. From the librarian's point of view, the jail population is simply another segment of the public that demands and deserves service. Libraries have a number of different services and delivery methods available to meet the informational, educational, recreational, and personal development needs of their diverse public. By drawing on all of these, librarians will be able to develop some level of service in almost any type of situation.

What about the concerns and priorities of the jail? While the library is most interested in *serving* the patrons, the jail's principle concerns are *confining* them, keeping them safe from themselves and others, and transporting them to court for scheduled appearances. This difference in point of view does not have to become a source of problems; to the contrary, with mutual understanding, mutual concern will, we hope, result. The primary goal of the jail is to *maintain security*. Jails have other concerns as well: overcrowding, the inadequacy of facilities magnified by such overcrowding, and the provision of other services considered as important as, if not more important than, library service. It is essential that both librarians and jail staff be able to acknowledge and respect the other group's different point of view. An attitude of mutual compromise and a willingness to experiment will go a long way in getting a quality program established.

According to American Correctional Association standards, it is the responsibility of jails to provide security for the community and basic services to assist inmates with successful reentry into the community. A purpose of this guide is to help jail administrators and librarians work together to meet these standards.

This guide is directed to any person taking the initiative to establish jail library service. This may be a public library staff member, a librarian especially hired by the jail, a jail staff member, or a volunteer. Throughout the guide, the te;m "librarian" is used to refer to the person responsible for providing books and services. The term "professional librarian" is used to refer specifically to someone with a master's degree in library science. While many librarians argue that the term is redundant, there are a number of people without degrees who consider themselves "librarians" and are considered so by others. Specifically, many jail librarians do not have library science degrees. Most of them are trying hard to do a good job without the tools and the knowledge that would make this job easier. Certainly this guide is for them as well.

Whether you are on the public library staff, the jail staff, or simply a volunteer, it is important that you follow the correct chain of command as you set up your program. This may be complicated by the fact that you are responsible to more than one person or agency. Nevertheless, it is critical to the service (not to mention to yourself) that you consult and inform the appropriate people about what you are doing. Because you are taking a lot of the responsibility to make things happen, you may at times feel that you are

completely alone in your effort. Not true! The individuals and agencies able and anxious to help you may be almost limitless. They include public and state library staffs, jail and state correctional association staffs, city or county training programs, counselors, schools, and private citizens, to name just a few. Do not hesitate to seek the help you need. Appendix A lists national resources that may provide good background information.

This guide attempts to be both practical and realistic while simultaneously recognizing the importance of having long-range goals for an ever-improving service. To the greatest extent possible, it offers a step-by-step approach to planning. The steps are not always distinct and, in fact, frequently overlap, and many alternatives need to be taken into account. Some steps may seem misplaced. For example, while setting objectives may seem a logical first step, objectives cannot be set until alternatives and constraints are identified. Objectives are also the basis for evaluation and therefore fit into the end of the guide as well.

Therefore, to make the most effective use of the guide, read through it one time before you begin planning your program. This will enable you to be aware of the factors to consider when you have your first planning meeting. As you begin the actual work on your own program, you will find the worksheets located throughout the manual helpful in applying the content to your particular situation.

Although this guide has been written for serving adults incarcerated in local jails, it can be easily modified and used in planning for library service to juvenile detention centers, state prisons, and federal penitentiaries.

1.
Rationale for Library Services in Jails

Why Have Jail Library Service

Both education and recreation are provided by a library. Hence, every jail should have one. . . . Inmates should have regular access to the library and be able to borrow books from it.

National Sheriffs Association
A Handbook on Jail Programs,
Chapter 8, 1974

Jail is a lonely, boring, scary place; jail inmates need company, temporary mental escape, diversion, and recreation—library services can furnish these. Incarceration can provide a need (and a chance) for self-examination and decision. Library services can promote these with materials on self-awareness, career and health education, GED preparation and legal research. Most jail residents will be returned to the streets. Library services can help by providing reentry materials and information and referral services.

Rhea Rubin, *Keynote Address*
A National Institute on Library
Services to Jail Populations
Huntsville, Texas, March 1980

Inmates have the right to read, and quality jail library service can help them exercise this right. Simultaneously, it aids the jail administrator and jail staff with security by giving inmates a constructive way to use their time. It provides jail staff ready access to educational and professional materials, and gives the public library the opportunity to meet the needs of a great part of its community. And it gives the public library and the city or county jail the chance to work together and hopefully evolve as support groups for each other.

> I believe that reading is one of the best ways a man or woman in prison or jail can improve their own survival skills. . . . Reading or studying newspapers and magazines kept me busy and my mind fresh with what was going on in the "free world," so I know the value of libraries to people in our systems.[1]

The prisoner's right to library service has, since the early 1970s, gained strong recognition from the courts, corrections officials, and librarians. Repeatedly, the courts have upheld a prisoner's right to read while being held in a city or county jail. In *Jones* v. *Wittenberg*, 330F Supp. 707 (D.C. Ohio 1971), the court ruled that the sheriff must provide library services to prisoners, as well as provide adequate lighting to each cell so that inmates could read. In the case of *Brenneman* v. *Madigan*, 343F Supp. 128 (D.C. Cal. 1972), the court ruled that tax-supported community services available to those persons able to post bail and be released to wait trial must also be made available to those in pretrial detention. The court referred in particular to reading materials and library services. In *Collins* v. *Schoolfield*, 344F Supp. 257 (D.C. Md. 1972), the court held that the jail library was not sufficiently stocked and said a constitutional need existed for further study of the matter by jail officials.

The trend in states across the country is to adopt standards to ensure quality library service in jails. For example, Oregon jail library standards have been approved by the Oregon Library Association, the Oregon State Sheriffs Association, and the Oregon Association of Chiefs of Police. The American Correctional Association and the American Library Association together have decided on national standards for jail library service (see Appendix B). The standards identify the types of services the jail library should provide, given its size and population.

Be aware of jail standards that may have been adopted in your state and allow those to become the guidelines for planning and implementing jail library service. Contact your state library institutional consultant or correctional agency to see whether your state has standards for jail library service. Insert a copy of your state standards in this guide.

The Jail Administrator and the Jail Staff

> I believe that a library program for inmates of municipal and county jails has a lot to do with the morale and conduct of these inmates.[2]

Jails do not have the prerogative to decide who they will accept. The courts make this decision, which means that jails have little control over how long people stay and under what conditions they may leave. Moreover, many jails also have to deal with overcrowding, deteriorating physical facilities, shrinking budgets, bad press, limited or poorly trained staff, inmate disturbances, and probably other problems as well. Regardless of compliance with

standards, most jail administrators are not going to be enthusiastic about implementing any program that they perceive might only add to their problems. They are going to be much more willing to implement library services if they can see ways that they, as well as inmates, might actually benefit.

The jail administrator who allows library service inside can expect to see the benefits in terms of:

conduct of inmates
public relations
funding
professional growth for staff.

Jail library service gives inmates something to do with their time. It gives them the chance to make use of idle time, expand personal development, and gain information, which may ease tension. Inmates who spend time in worthwhile projects pose less of a problem for security than those who are left to sit and do nothing. This in turn causes the community to view the jail administrator and jail staff positively, because they see corrections officials working with, and not against, those who eventually return to the community. And the more contact the jail administrator has with the community (in this case, the public library), the greater the opportunity to be aware of additional funding sources. By seeking sources from both the field of corrections and the library field, the jail administrator has a strong chance of increasing the budget. Finally, jail library service can provide jail staff with educational and professional materials. In doing so, the jail administrator benefits in terms of communication and attitude among staff. It makes sense that successful jail library service is that which is provided to both inmates and jail staff. As Joyce Alibrando, librarian of the Montgomery County Department of Public Libraries, stated:

> It is my experience that even with administrative commitment to a full service library that truly serves the whole community, it is absolutely necessary that the security staff understand and utilize these services themselves, otherwise, we are doomed to failure.[3]

The Inmate

According to the 1978 *Census of Jails and Survey of Jail Inmates*, more than 158,000 persons were incarcerated as of February 1978. This is a 12 percent increase from the 1972 figures. Below are some of the findings from that survey.

Jails hold a smaller percentage of inmates for violent crimes, but larger numbers for property and public order offenses.
About four out of every ten jail inmates surveyed had been accused

but not convicted of a crime, and one-fifth of this group did not have a lawyer at the time of the survey.

There are more white people in jail than black people, but the proportion of blacks in jail is far beyond their 12 percent share in the population of the United States. Inmates from other minority groups account for 2 percent of the national jail inmate population. (In some parts of the country, where there is another large minority group, this 2 percent will fluctuate.)

The majority of inmates are young men in their twenties. *Three out of five had not finished high school;* 43 percent were jobless before being jailed. One in four inmates had a record of military service, most serving during the Vietnam era.[4]

Inmates in city and county jails are more likely to return successfully to the community if, during their incarceration, they are provided services and materials that help prepare them for reentry. Judy Glass, representing the Fortune Society, stated, "One of the ways to get inmates to have a more positive attitude is by involving them with the community."[5]

As residents of a community, inmates are entitled to library service. As residents of the public library's taxing district (as most of them are), inmates have the right to be provided services which:

1. Encourage them to seek awareness of themselves and their world
2. Encourage them to increase their education and job skills, and
3. Provide them with the opportunity to increase their knowledge of job training and job opportunities with the community.

Provision of this information makes it possible for inmates to use their time constructively. The chance to keep in touch with the outside through books, pamphlets, magazines, local newspapers, films, information on education, and training programs can play a significant part in the attitudes inmates adopt. Jail library service can have a positive social impact for inmates, because they are provided services and materials that address daily coping needs as well as future goals. When this happens, everyone—including the jail administrator and jail staff, the librarian, and the community—can benefit. As a 17-year-old multi-offender stated,

> I read that book you gave me yesterday—my staff let me keep my light on half the night and I wanted you to know that it helped me make up my mind about what I'm going to do when I leave here. I was working the streets, but it was getting dangerous. . . . I see that's a dead end . . . I'm getting out of the life.[6]

The Librarian and the Public Library

In 1976, the American Library Association passed the "Resolution on Local Public Library Service to People in Local Jails and Detention Centers," which recognizes the right of inmates in local institutions to receive library services from the local public library. Furthermore, it charges one of its divi-

sions (Association of Specialized and Cooperative Library Agencies) to "design a plan to assist public libraries in extending their services to local jails and detention facilities." By providing library services to jails, the librarian and the public library are helping to fulfill the mandate to serve all persons in the community. Public libraries, as tax-supported institutions, are responsible for serving all members of the community. In the case of jails, library services are particularly needed, since inmates usually have few options for information, education, recreation materials, and services. At the same time, it is important for the public library to coordinate service programs with other community agencies. Jail library service provides this opportunity. It puts the librarian in closer contact with the community—community leaders, local politicians, agencies, organizations—and thus strengthens the library's image in the community. Jail library service, moreover, provides the public library with the opportunity to seek other funds jointly with local corrections officials. By working with the jail administrator, the librarian improves the chances for gaining additional funding.

The responsibility to plan and implement jail library service rests with the public library and the local jail. By allowing the public library to provide a professional librarian and the library services, quality service is almost assured. In return, if the jail administrator provides the librarian with the time to implement services, all will benefit. In order to be successful, the library must become part of the jail program. The librarian must work to become a respected and trusted person among inmates and jail staff. The jail administrator and the librarian must share equally the responsibility to cooperate, plan, and be aware of restraints so that the needs of the inmates can be met.

How Is Jail Library Service Provided

Jail library service depends on the size of the jail, the number of jail staff compared to the number of inmates, and the commitment and support of the local jail and the public library. For example, the Montgomery County Department of Public Libraries in Rockville, Maryland, provides a full-service library in the Montgomery County Department of Detention. The library is staffed by a professional librarian and serves approximately 350 men and women. The inmates have access to a wide range of reading and audiovisual materials, including large type books for the visually impaired and foreign language books for non-English speakers. Inmates are allowed to visit the library once a week for recreational reading and to check out books. The librarian shows short films frequently and provides a weekly full-length movie. In addition to recreational reading, legal materials are also available; inmates may sign up to use these materials four nights a week for two hours each night. When the library first opened, the library system provided the basic legal collection. Since then, the Montgomery County Bar Association and Inmate Council have provided money to expand and update the collection. It is supplemented by volunteer lawyers, law students, and librarians who come in on a weekly basis to work with inmates.

In addition, the library supports and works with other educational services such as the GED and a one-to-one reading program. Recently the

Montgomery County Department of Detention received a grant from the Maryland State Library to provide inmates with vocational and career awareness information. The librarian is currently setting up the program and purchasing materials, including video equipment. One of the objectives of the grant is to set up a food service training program. Inmates who complete the training will receive a diploma certifying their skills. For more information on the Montgomery County Detention Library, contact the Montgomery County Department of Public Libraries in Rockville, Maryland.

In Lumberton, North Carolina, the Roberson County Public Library, in August of 1979, started providing library service to the local jail with approximately 100 paperbacks. Since then, librarians have increased this collection to almost 1,000 different paperback titles for the 80 to 90 inmates. The collection includes books, magazines, newspapers, jigsaw puzzles, playing cards, and games. Two trusties (inmates with special privileges) assist the librarians by finding out what inmates want and distributing materials. In order to combat the low reading levels of many of the inmates, the librarians have developed an adult reader collection composed of high interest/low vocabulary paperbacks. Materials are taken to the jail at least once a week.

The librarians report that support from both the sheriff and jail administrator has been strong since the service began, and that it has made their job much easier. For more information on this jail library service, contact the Coordinator of Volunteer Services, Roberson County Public Library, Lumberton, North Carolina.

In Seattle, Washington, the King County Department of Youth Services provides library service to incarcerated youth in a detention facility. The program started with the strong backing and financial support of the Juvenile Court administration. This resulted in a two-party contractual agreement with the King County Library System that provided a full-time professional librarian, in-house libraries (one for detained youth and one for staff), collections geared to meet educational and recreational needs, budgets to support collections, furniture, equipment, and maintenance. Cooperation is a key word in the joint programming with the school and recreational departments.

After seven years of growth, adaptation, and experimentation, service has expanded. First, everything in the collection can be checked out. Second, each user in detention visits the library (voluntarily) at least three to five times a week. Third, audiovisual equipment and materials are as important as the printed word and are available in the form of records, cassettes, films, filmstrips, toys, video discs, radio headphones, and even a jukebox. For more information, contact the Outreach Librarian, King County Library System, Seattle, Washington.

The Tulsa City-County Library provides a book delivery service, as well as a learning program, to approximately 250–300 inmates in the Tulsa County Jail on a weekly basis. Once a week the librarian takes books, magazines, and newspapers that have been requested. Librarians are allowed to visit each cell to deliver the material and take requests. In addition, the librarians teach weekly GED classes to inmates.

The Tulsa jail library service has been operating for eight years, and the

librarians report that support from the jail administrator and jail staff is strong. That support, the librarians add, has come from hard work on their part to build trust and a strong working relationship with jail personnel. For more information, contact the Special Services Coordinator, Tulsa City-County Library System, 400 Civic Center, Tulsa, Oklahoma.

Although you can probably find programs operating in your state by contacting your state library, a great need still exists for awareness and training for librarians and correctional officials on how to most effectively provide library services in jails. Of the 3,921 jails in the United States that reported in 1972, only 721 received any type of library service from public libraries during 1976–77.[7] Results from the *Survey of Library Service in Local Correctional Facilities* indicate that fewer than 20 percent of local jails are served by public libraries. At the same time, it is estimated that 75 percent of jail inmates are residents of the county jails where they are detained and are likely to remain in the county after their release.[8] For inmates to experience successful reentry, they need a variety of community and library services during their incarceration.

Jails and public libraries must work together in providing inmates the chance for successful reentry. This approach strengthens and stabilizes the image of jails and libraries locally and provides jail administrators, jail staff, and librarians the opportunity to effect positive social change in the community.

2.
The Jail Librarian

Professionals strive to improve and expand their skills as they gain experience and knowledge in their field. The librarian who wants to provide library service in city and county jails has a unique opportunity to increase both experience and knowledge in a relatively new and growing area of librarianship, since providing jail library service creates an opportunity for positive social change in the community.

But what does it take to be a jail librarian? Are you treated differently by other librarians? Will you have particular problems with jail management and staff? Will inmates hassle you, especially if you are a woman?

The answer to these questions is both "yes" and "no." To become a successful jail librarian is not an easy task, and you will have to be prepared to compromise and negotiate, especially at first, but also be prepared to be assertive. While you must learn to adjust to the structure and security required by jails, an adjustment period is necessary no matter what type of work you do. It is unrealistic to expect that each day your job will run smoothly, without any problems.

Not everyone accepts the idea of providing jail library service, nor will everyone, including inmates and other librarians, support your efforts to go inside. The jail librarian is seen as an outsider, and because of this, your commitment will be tested. For example, you may be:

Kept waiting
Hollered and whistled at (cat calls)
Asked to break the rules by inmates and jail staff
Told that inmates don't have time for library service
Told that you cannot provide service to all inmates
Required to be responsible for interlibrary loans
Told that censorship by jail staff is a necessity
Told that your fund-raising ideas won't work

Told that library service will not really help inmates
Judged by the way you dress
Watched to see if you keep your promises
Questioned on your motives to come inside
Told that library use will be "awarded" for good behavior.

How do you handle these uncomfortable and annoying situations? In an honest and straightforward manner, because that is the best response for the librarian whose first commitment is to the user. And that will not always be easy. You will need to exercise skills—communication and interpersonal relations in particular—that you probably have not had to employ as strongly in the daily workings of a public library. Inmates may ask for favors; jail staff may, at times, not cooperate fully; and the jail administrator will not always have time to listen to your problems. Be honest; be aware of the rules; and remember that you are there to provide library service because such service is the right of all persons in the community and the responsibility of the public library, in cooperation with the local jail.

As you read the rest of this chapter, think about why you want to work inside. Take an honest look at your feelings and attitudes about corrections and inmates and what effect, if any, this will have on your ability to fill the role of jail librarian.

> It would be super if every one of us had a greater understanding of human relations. A person who is to do jail library service should be able to get along with a wide variety of people—someone who can accept another person for what they are and go on from there. People who do jail library work need to be cool, calm and collected.[1]

Librarian and Jail Administrator

1. Security is of foremost concern to the jail administrator. Accept the fact that the jail operates within nonelastic rules.
2. Learn all you can about the jail's security. In doing so, you avoid needless obstacles. When in doubt about any of the rules—ask.
3. Do not always take "no" for an answer. Instead, expand communication and interpersonal relations skills, so that you and the jail administrator can develop a solid working relationship.
4. Communicate with the jail administrator on a regular basis. Provide information on the conditions and situations taking place as a result of jail library service for inmates and jail staff.
5. Avoid getting involved in any disputes between the jail administrator and jail staff and inmates.

Librarian and Jail Staff

Most of your compromising and negotiating will be with the jail staff. Their support increases your capability for doing a good job. Moreover, your physical safety and well-being depend upon these men and women. It is vital that you establish a working relationship with them.

1. Follow *all* security regulations.
2. Show jail staff how library service can work within their daily schedule. Prove to them that library service for inmates can make their job easier.
3. Solicit their help in returning books to you when they find them.
4. Establish set times that you and the staff can talk about the progress of the jail library and what can be done to improve services. Try to be included in staff meetings. (This may be difficult to arrange.)
5. Be open and honest with jail staff at all times about the goals of the jail library service.
6. Request input from jail staff on handling difficult situations, especially those that affect life, health, and safety.
7. Join in social functions when possible. Let the staff see you as a person rather than just a deliverer of services.

Librarian and Inmates

1. Recognize inmates as people who need information.
2. Do not dwell on law-breaking or criminal behavior. Do not ask why the inmate is in jail.
3. Find out what inmates want to read, as well as their ideas on ways to improve and expand library services. At the same time, find out what materials are not permitted.
4. Be consistent in your efforts to provide library service.
5. Do not promise what you cannot deliver.
6. Do not judge or inform on inmates. If you do, your credibility will be low and it may no longer be safe to work in the jail!
7. Remain objective.
8. Never do anything against the rules.
9. Do *not* become personally involved with inmates. If you are dealing with inmates of the opposite sex, you may find all the admiration, proposals of marriage, and professions of love very flattering. Recognize that most of this is due to the fact that both you and the inmates are in an artificial situation.
10. Do not give out any personal information about yourself that will enable inmates to find you on the outside.
11. Maintain your objectivity and professionalism. Jail administrators, as a group, are apprehensive about allowing lay people, especially women, into jails. You justify their concern if you be-

come involved with an inmate. This can not only undermine your particular program, but if it happens often enough, it can do damage to the whole jail library movement.

Characteristics of an Effective Jail Librarian

Every situation is different. The unique characteristics most apt to make an effective jail librarian can only be discussed here in generalities.

1. In most cases, you will kill your program before you even begin if you are unrelenting about any library policy (censorship, for example). One difficulty for professional librarians is often that the jail library is so different from what it *should* be. Jail administrators are already apprehensive about you, do not confirm their worst fears by trying to change everything the first week. Let your service prove itself and build on previous successes. More than one jail administrator has found it easier to hire a jail "librarian" or promote an officer to librarian.
2. It will help if you are dynamic, yet unaggressive; outgoing, but not overbearing; and positive without being too idealistic.
3. Constantly be prepared to defend the library service, because you will almost surely have to. Know forward and backward your facts, figures, and rationale.
4. Respect for yourself as a person and as a professional, and respect for the inmate as an individual, are essential.
5. Treat everyone the same; be pleasant but maintain the appropriate distance between yourself and the inmates.
6. Dress in a businesslike way. This conveys self-respect as well as respect for your job and your clients.

Finding Other Jail Librarians

One of the complaints often voiced by jail librarians concerns their isolation as the only librarian working in the jail and, in many cases, the only librarian in the public library system who works inside. The jail librarian must handle situations and work in surroundings that are foreign to other librarians, and will find that the support of other jail librarians is vital. You can join professional associations and locate jail librarians in your area. Here are some ideas for starting your contacts.

1. *American Library Association* (50 East Huron, Chicago, Illinois 60611, 312 944-6780). Join the Library Services to Prisoners Section of Association of Specialized and Cooperative Library Agen-

cies (ASCLA); or join the Young Adults Services Division (YASD), if you are serving juveniles.

2. *American Correctional Association* (4321 Hartwick Road, Suite L-208, College Park, Maryland 20740). This group also has state chapters.
3. *National Sheriffs Association* (1250 Connecticut Avenue, Suite 320, Washington, D.C. 20036). This group also has state chapters.
4. *State Library Association.* Find out whether your state association has an institutional services group or outreach group. If not, get to know people in the association who are providing library service to jails and start one.
5. *State Library.* Most state libraries have an institutional consultant or an outreach services consultant. Their staff—and public library system staff—can usually tell you what libraries in your area are also serving jails.
6. *Public libraries serving jails.* Use the *Survey of Library Service in Local Correctional Facilities* (ASCLA) to locate other jail library programs and communicate with them.
7. *Local assistance.* Contact volunteer groups who provide services similar in nature to jail library service—for example, United Good Neighbor, Alcoholic Treatment Projects, Development Assistance for Rehabilitation (DAR), and Citizens Council on Crime and Delinquency.

If you are trying to implement jail library services, do not "reinvent the wheel." Contact people who are having similar experiences. When possible, contact other jail librarians by phone, a method cheaper than conferences, more immediate than letters, and sometimes more helpful in solving the problems you have *right now.*

Take time to build a support group for the benefit of your personal and professional growth.

3. The First Steps in Planning

Who do you contact about starting a library program?
Where are the books kept?
Who pays the librarian's salary?
What about the security of the jail?

Before jail library service can even begin, some important decisions have to be made. The purpose of this chapter is (1) to give you an overview of the information you will need to plan, (2) to make you aware of various options that may be available to you, and (3) to share some strategies for deciding on the best choice for your particular situation.

Step 1: How to Begin

Making Initial Contact. Initial contact can be made by the librarian or jail administrator. Usually, the head librarian or a designated representative, one who knows the advantages to be gained from good library service, is the one to make the first contact through a call or letter, suggesting a meeting. However, the jail administrator or a representative of the jail should never hesitate to contact the library director. Always work through established procedures or chains-of-command to build a solid base of support from both library and jail administrators.

Although jail library services are required by American Library Association and American Correctional Association standards, there may be those in the administration of the jail or library who are reluctant to begin. Whatever the reasons, there may be other approaches the interested party can pursue.

1. Solicit support from the library board, the city council, the county commissioners, ex-offender groups, other social agencies, and the community at large. (Read the chapter on community

support for suggestions on how to do this.) The jail administrator and the librarian may be more willing to work out a program that has the backing of the community.

2. Work with someone on the jail staff, possibly a teacher, to convince the jail administrator of the need for library services.
3. Be aware of staff changes in the library or jail. Perhaps a new staff member may be willing to initiate, improve, or expand library service.
4. Try to arrange other meetings periodically. You have everything to gain and nothing to lose.

Working with a Planning Committee. Top jail and library administrators should always be involved in, or have knowledge of, the initial contact. However, they may want to assign members of their staff to work out the details. Often a reluctant administrator will be more willing to approve a program already supported by the staff. A librarian who has included jail staff in the planning of the program will probably find better cooperation and support.

The people selected to plan the services may not always be the ones who will provide it. Ideally, though, the librarian who will be working or consulting in the jail and the jail staff who will be assisting should be selected to do the planning. Of course, any other staff interested in the program could also be included.

Gathering Information about the Jail. What should happen in the first few planning meetings? If possible, the jail representative should provide a tour of the jail facilities. The following information should also be shared with the library staff:

1. Basic demographic information about the inmates is important. The librarian should know such things as number of inmates, average daily population, educational level, rate of turnover, ethnic/racial composition, age ranges, and sex of inmates.

2. If it is available, a written list of all security procedures should be explained in detail. Any extra person or material in the jail becomes a new security problem. This will be a major concern of the jail administrator in planning a program. The librarian will also be concerned with security of materials brought into the jail.

3. The librarian should be aware of any community agencies currently providing services to the inmates. This would include any social services, adult education classes, medical services, counseling services, religious groups, or volunteers. The presence of such agencies has implications for the kinds of information and materials inmates may be interested in, as well as professional staff needs.

4. Jail personnel should describe the daily schedule of all required inmate services—court, meals, medical care, visiting hours. Library service must be coordinated with required services and may be provided in conjunc-

tion with some of the other community agency services, such as GED or pre-release classes.

The worksheet "Gathering Information about Your Jail," found on page 16, will help you draw up a profile of a particular jail.

Gathering Information about the Library. Once the members of the planning committee are familiar with the basic structure and policies of the jail, the librarian should be prepared to describe all the services the library can offer. Various delivery modes, materials selection, and service options are all discussed in detail in later chapters. If possible, all members of the planing committee should read the chapters, as well as listen to the librarian's explanation. Before any choice of library service can be made, however, some other factors need to be considered.

Step 2: Making Planning Decisions

Funding. The librarian will, of course, wish to strive for the maximum type of library service. Many programs find this to be a progressive procedure. That is, library service can begin with nothing more than a book cart loaded with materials donated by the community and pushed from cell to cell by a part-time librarian or even an inmate or member of the jail staff. In the meantime, the committee can be planning strategies for expanding and acquiring needed materials, supplies, and equipment. (See the chapter on funding for suggestions.)

Some librarians feel that donations should not even be mentioned or considered. Unfortunately, however, donations make up the entire collection of many jail libraries. There are ways that even such a poor collection can be useful, and there are ways to expand it to include purchased materials. Because donations are a widespread reality, and because this guide attempts to be realistic, donations will be discussed throughout.

Staffing. A professional librarian is the most obvious choice for establishing good library service in any setting and, whenever possible, such a person should have responsibility for the jail library. When this just is not possible, provision of a professionally trained person should be a goal of both the jail and library staff.

The librarian may be part of the library staff and may be assigned to the jail service on either a full- or part-time basis. In this case, is the librarian responsible to the head of the library or to the jail administrator? In the jail, the librarian should be responsible to the jail administrator; however, any major changes in library policy would have to be approved by both the head librarian and the jail administrator.

In other situations, the librarian may be hired directly by the jail administrator. The availability of a professional librarian may depend on the level of funding, the willingness of the administrator to let a lay person into the jail (security), and the actual scheduling of the library services.

Gathering Information about Your Jail — Worksheet

1. Inmates:

   Number_____

   Average daily population_____

   Turnover_____

   Ethnic groups (percentages)_____

   Women_____

   Educational level_____

2. Community agencies working inside:

   Indicate specific names of agencies/organizations for each category and briefly describe the nature of their services.

   a. Social services

   b. Adult education classes

   c. Medical services

   d. Counseling services

   e. Religious groups

   f. Volunteers

   g. Other

3. Security procedures:

   Keep a list of security regulations with the rest of your planning materials.

4. Schedule of services:

   Keep a written schedule of all of the above services provided and jail daily routines (meals, medical care, visiting hours, etc.) with the rest of your planning materials.

If it is not possible to have a professional librarian, a paraprofessional with some library training is the next best choice.

When a professional or paraprofessional librarian is not available, a member of the jail staff may be designated to provide the services. The librarian supplies the materials, and the jail staff member delivers them to and picks them up from the inmates. On other occasions, a volunteer or a supervised inmate assistant may be used to provide the services. A librarian should always train any nonprofessional assuming library responsibilities, and should maintain ongoing training and evaluation.

Physical Facilities. The jail tour will give members of the planning committee a good idea of the space available for housing a library or storing materials. If there is no room for a library or deposit collection, the committee needs to decide how to store the book cart and reference materials, pamphlets, workbooks, or other materials. Shelves in offices, closets, halls, or cupboards should be considered. Portable classrooms, trailers, or garden sheds offer possible options when situated adjacent to the facility.

Policy on Access to Materials. You may already have a general library policy on access to materials. The jail administration may have its own ideas about a materials selection policy. Work together to formulate a mutually acceptable agreement. See Appendixes C and D for specific examples.

Jurisdiction. In some cases, a county jail may be working with a city library, or a city jail with a county library, or a regional library with a regional jail. Different jurisdictional configurations may cause several problems. For example, in the case of a county jail and a city library, if county funds are used, does it mean the library must serve the whole county or just the jail? Who is responsible for what, and who reports to whom? These are problems the planning committee should deal with and make decisions about. Decisions should be written down in a formal document.

Look at the worksheet "Choosing Your Options" found on pages 18–20. By using the worksheet, you and the planning committee will be more apt to identify all the options, recognize the responsibility to cooperate in solving any problems, and determine the best overall solution. Be sure to identify other factors that may be unique to your own program and locale. You will want to read the remainder of this section before you complete this worksheet.

Getting Your Plan Approved. Once you and the planning committee have listed all the options and discussed the ones you think are most appropriate, you will need the approval of the library and jail administrators. With their approval, you may decide to set up a six-month pilot program with specific evaluation criteria. After six months, the program would be reviewed and any needed revisions or expansions would be made.

Step 3: Setting Up a Framework for Service

Setting Service Objectives and Planning for Evaluation. Service objectives state clearly and in a quantifiable manner what you want to accomplish,

Choosing Your Options

Worksheet

Check the options that are appropriate to your situation.

Area to be Decided on	*Options--Check the ones considered workable*	*Decision--Describe the reasons for your choices*
1. Delivery modes (See chapter 6.)	____Separate library in the jail ____Bookmobile service ____Bookcart delivery ____Books by mail	
2. Materials selection (See chapter 7.)	____Paperback books ____Comics ____Magazines ____Newspapers ____Hardback books ____Legal books ____Reference materials ____Fiction ____Nonfiction ____High-interest low-reading level ____Foreign-language books (e.g., Spanish) ____Sex books and magazines ____Coping skills materials (reentry) ____Materials for special populations ____Games and puzzles ____Maps, pictures, posters ____Records, audiotapes, films ____Video cassettes ____Pamphlets, brochures, community materials ____Other_____	

3. Service Options (See chapter 8.)	____GED or high school completion ____Literacy ____Adult Independent Learning ____College Level Examination Program (CLEP) ____Correspondence courses ____Programs on topics of special interest ____Film programs ____General interest programs ____Book discussion groups ____Legal referral service ____Information and referral ____Reentry information ____Staff development	
4. Staffing	____Professional librarian, full-time ____Professional librarian, part-time ____Paraprofessional librarian (full or part-time) ____Jail staff member trained by librarian ____Volunteer trained by librarian ____Inmate trained by librarian ____Other_____ _____	

(continued)

Worksheet

Choosing Your Options Worksheet (cont.)

5. Physical facilities	____Extra room for library ____Extra room for deposit collection ____Shelves in office ____Space in cupboard ____Other_____ _____ _____	
6. Equipment	Indicate number needed: ____Book cart ____Other_____ ____Shelving _____ ____Film projector _____ ____Audio cassette player _____ ____Filmstrip projector _____	
7. Funding (Name the source of funding.)	____Local ____State ____National _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

List any other areas in which you have choices. Be sure to consider all the options.

_____ _____

_____ _____

_____ _____

_____

and evaluative techniques help you figure out whether you have reached your service objectives. As you read through the guide, you will want to be formulating the objectives of your library program. List these service objectives on page 87 at the end of the chapter on evaluation. Objectives might include:

1. *Needs Assessment.* Write and administer a needs assessment for the inmates and jail staff at the beginning of the program and as an ongoing process for updating, and include new inmates and staff.
2. *Delivery Mode, Materials Selection, Scheduling.* Deliver a book cart containing paperback books, magazines, newspapers, and reentry coping skills materials once a week to each of the cells.
3. *Other Services.* Provide GED workbooks and supplemental reading materials to at least fifteen inmates a month. (Write one objective for each of the different services you will offer. This will make it easier for you to evaluate each service individually.)
4. *Record Keeping System.* Gather monthly statistics on the number of inmates served, the number of materials checked out and returned, and the number of reference question answered. (This will be important information in determining the success of your program.)
5. *Funding, Community Support.* Contact the county commissioners about allocating funds for hiring additional jail library staff; appear on local television and radio shows to request book donations.
6. *Jail Population Served.* Try to provide library materials to fifty percent of the inmates and fifty percent of the staff within the first six months, and try to increase the use of library materials by twenty percent for both inmates and jail staff in the next six months.
7. *Staffing.* Hire a part-time librarian to respond to requests for materials from inmates and deliver the materials once a week on a book cart taken to each cell. Schedule a member of the jail staff to accompany the librarian once a week when materials are delivered to the cells and requests are taken for new materials.
8. *Other.* Establish better communications between the jail staff and the librarian; establish an inmate Friends of the Library Group inside.

The planning committee may want to divide up the responsibility for the success of various objectives. For example, the librarian will be responsible for those involving provision of services and materials. The jail staff will be responsible for objectives related to security, scheduling, and space. Both will work cooperatively toward accomplishing objectives in areas such as funding, staffing, jurisdictional problems, and enlisting community support.

Writing a Policy Statement. The completed objectives should be the basis for a written policy statement. The purpose of such a statement is to formally establish the guidelines and procedures under which the library and jail will work to provide library services to the inmates. Some information that should be included in a policy statement are the responsibilities of the librarian, the jail, and the inmates. Also, the materials and services offered,

the methods of delivery, scheduling, and staffing duties should be included. A sample policy statement can be found in Appendix D. Use the worksheet "Jail Library Policy Statement" found on page 23 to write your policy statement.

Choosing an Advisory Council. The advisory council may serve several purposes. It can help enlist community support and make your program more visible to the community. It may be able to suggest solutions to some of the constraints facing the program. The council can also help in formulating your written policy statement.

The size of the council will depend on the size of your program and community. If you work with a very small jail and library program, it may not be necessary to have an advisory council. Members of the council should include the librarian running the library program in the jail, a member of the jail staff, a current inmate, and, if possible, a former inmate. Other persons to include might be a member of the clergy, a community leader, a political leader, and a person from a legal rights group or from a community or jail education program. Pick people that you think will have the time to be contributing members of the advisory council. A good, working council can be a real asset to your program.

Jail Library Policy Statement

Worksheet

Write a policy statement for your jail library program.

4.
Assessing Needs

Providing library services to the inmates is the purpose of this guide. The inmates—what do you know about them? What interests them? Do they like to read? Watch television? What did they do in their spare time on the outside? What do they do inside to pass the time? The sheriff or jail staff may be able to answer such questions for you, but they are answering based on what they *think* the inmates like.

You could read studies that have been done in other jails on inmate interests, but they are based on other jails, other circumstances. What about the inmates you are serving? No one else can speak of their interests and needs better than they can themselves.

Research will tell you that certain characteristics apply to most jail populations. On the whole, the population is poor. Most inmates are undereducated and many are functionally illiterate. There is a higher proportion of minorities than in the general population. However, these are only broad characteristics. Using them alone will not enable you to plan a program appropriate for the institution you are serving. You must gather your own specific information about the resident population in the jail. You can do this in a number of ways: (1) informal personal contact with inmates and jail staff; (2) examination of jail admissions/intake forms and other existing data compiled by the jail; and (3) a written questionnaire to survey needs of inmates and jail staff more thoroughly and periodically.

Before gathering information, you should consider the following:

1. Include jail staff in your assessment. Jail staff can give you good information as to some of the characteristics of their jail population, or can direct you to a source of information such as the jail annual report. Jail staff can also tell you about their own reading interests. For example, you can find out the professional journals they prefer.
2. Find out as much as you can about the jail and jail population so your survey asks the right kinds of questions.
3. In a small jail, you may be able to informally discuss inmate in-

terests in a library program. However, in most situations, it will be necessary to write a formal questionnaire that inmates can read and answer in their cells. Remember, though, that studies have found many inmates to be functioning on low reading levels. Be sensitive to this fact. Try to develop a form that is as short and easy to read as possible. In some situations, you may be able to read the questions to a group of inmates and record the answers yourself.

4. You may find doctors, lawyers, and librarians in jail. Do not make automatic assumptions about the reading interests of the inmates. The reading level of many is low, but their requests for reading materials will be as varied as those received by the library on the outside. You will probably find that many of them read far more than the general public. (See the chapter on materials selection.)
5. Decide on the library services that can be offered and how materials will be delivered before surveying inmates. There's no point in asking inmates about their interests in services or materials that you cannot provide because of the constraints under which you must work. For example, why ask inmates whether they would be interested in book discussions sponsored by the library if there is no room to hold the discussions in the jail? On the other hand, encourage inmates to take advantage of services that can be offered.
6. It is very important to recognize the feelings of people locked away from the rest of the community. While in jail, inmates have little or no control over their lives. Library services may provide them needed outside contact and a chance to exercise some responsibility and control. Inmates will be more responsive to a needs assessment that really asks them what kinds of materials and services they want.

Information to Gather

You will want some demographic data, such as the following:

1. Age range
2. Sex
3. Ethnicity
4. Years of schooling
5. Age upon leaving school
6. Occupation before being institutionalized
7. Date of entry into prison.

Decide upon the information applicable and useful for your situation, then consult with the jail administration, who will very likely have part or all of

it already compiled. Do not ask for information that you will not use in selecting materials and planning programs.

You will probably also want other information about the inmates. For example, did they ever use the public library on the outside? If so, what services did they use? Do they have any special skills in art, music, or writing? Were they in any kind of academic or vocational programs on the outside? Do they like to watch television? What are their favorite shows? Do they like movies? What kind of movies? You may be able to determine reading interests by the types of television shows or movies preferred.

Obviously, you will want to gather some information about the inmates' reading habits. Do they like to read? What types of materials do they read—paperback books, hardback books, magazines, newspapers, comic books? What do they like to read about—the old West, ethnic literature, religion, poetry, history? If they like to read the newspaper, do they read the whole thing or just certain sections? Why do they read—for information, for enjoyment, to learn, to improve themselves?

Ask inmates for specific recommendations of books and subjects to be provided in the jail library. Which newspapers should be in the library? Which magazines? Are there any educational materials, like GED books, that should be provided?

Be sure to find out what kinds of reentry information they may be interested in. Suggest such topics as: how to find and apply for jobs; career alternatives; job training programs; how to use community agencies; getting financial assistance; finding affordable housing; finding inexpensive or free health care; knowing about legal services available; finding information on educational opportunities.

If your schedule and that of the guards is flexible enough, you may want inmate suggestions on when and how long the library should be open. However, if you do not have flexibility in making this decision, do not ask!

Writing the Needs Assessment

After you have determined what information you want from a needs assessment, you have to decide how to ask for it. Try to phrase questions as simply as possible. Look at the two examples below.

(a) What was the last grade you finished in school? _____

(b) What was the last grade completed in school? (Circle one.)

Finished 8th grade or less
Finished some high school
Finished some college/vocational program
Finished college/vocational program

Both ask for the same information—but *b* is lengthier and a little more difficult than *a*. It's not necessary to give the person a choice of answers. The

question asks for a very specific piece of information that can be given by writing one number. Probably all the demographic information you will need can easily be answered by one or two words or numbers.

Now look at the next two examples. In this case, it is probably helpful to give a choice of answers.

(a) What are your reasons for reading?

_____

_____

_____

(b) Here are some reasons people have for reading. Which are true for you? (You may check more than one.)

___ To learn
___ For my job
___ For enjoyment
___ To find out something
___ To help with school work
___ To get my mind off problems
___ Other: _____
_____
___ Don't read (A response for nonreaders should be included.)

As an open-ended question, *a* is more difficult. It requires both problem solving and writing skills to answer. A person with low skill levels would be much more apt to answer *b* than *a*.

In any case where more than a simple answer is required, try to provide choices for the inmate to check or circle. Always leave a space for someone to write in any other information not given as a choice. Be sure to include a short cover letter explaining the purpose of the questionnaire, since no one likes to fill out a form without knowing the reason why. A sample cover letter follows:

Dear Friend,

We want to have a library program that will be of interest to you. Please fill out this form and let us know the kinds of materials and services you want. Return it to the officer as soon as you can.

There's no need to put your name on it, unless you want to. Thank you for your help. I'll let you know the results when all the forms are in.

(your name)
Librarian

In Appendix E are some sample interest surveys used by jail library programs. Read through them. Although the basic questions are the same, each uses a slightly different format and style. Decide what you like best about each survey. Use the best ideas from each to write some sample needs assessments based on the hypothetical situations given on pages 28–31 on the worksheet entitled "Writing a Needs Assessment."

Writing a Needs Assessment — Worksheet

Remember that you want to write a needs assessment based on the particular options you will be able to offer the jail population. Pick one of the following hypothetical situations and write an appropriate assessment. If you are already working in a jail library program or will be implementing one soon, pick the situation that most closely approximates your own. After you have written the needs assessment, look on the following pages for suggestions of what could have been included.

1. You are in a jail with a daily population of 100 prisoners. Once a week, you bring a book cart to all the cells and pick up requests for the following week. Requests are handed to you through a slot in the cell door.
2. You serve a county jail with an average population of about ten and never more than twenty. Paperbacks housed at the public library are delivered every two weeks. Books are carried in canvas bags and passed through the food slot.
3. You are in a jail with an average daily population of fifty prisoners. You are able to put your materials on shelves in the chaplain's room. One or two representatives of each cell block come to get the books for the whole cell block once a week.
4. Lucky you! You have a whole room (formerly a storage room) in which to keep all your materials. Everyone in a cell is assigned a time to come to the library. Include questions you would ask the jail staff about their interest in materials.

Suggested Answers

Situation 1

1. How old are you?_____ 2. Sex:____Male ____Female

3. What is the last grade you finished in school?_____

4. Here are some reasons people have for reading. Which are true for you?

____For information
____For a job
____For enjoyment
____For school
____To learn something
____To pass the time
____To get your mind off problems
____Other:_____

5. What kinds of magazines do you like to read?

____General interest (e.g., *Reader's Digest, People, Omni, High Times, Easy Rider*)
____News (e.g., *Time, Newsweek*)
____Black culture (e.g., *Ebony, Jet, Essence*)
____Women's interests (e.g., *Ladies Home Journal, Working Woman, Ms.*)
____Fun (e.g., *Mad, Cracked, National Lampoon*)
____Sports (e.g., *Field & Stream, Sports Illustrated*)
____Clothes and style (e.g., *Seventeen, Mademoiselle, Glamour, Gentleman's Quarterly*)
____Men's magazines (e.g., *Playboy, Oui*)
____Love and romance (e.g., *True Confessions*, movie magazines)
____Religious (e.g., *Upper Room, Religious Herald*)
____How-to magazines (e.g., *Mechanix Illustrated, Electronics, Mother Earth*)
____Entertainment (e.g., *Downbeat, Billboard, Rolling Stone, Hit Parader*)
____*National Geographic*
____Other:_____
_____
_____

6. What kinds of books do you like to read? Put a "✓" by the kinds you like best.

____Fiction, best-sellers
____History
____Black history
____Travel
____Science
____Philosophy
____Legal
____Health
____Religion
____Poetry
____Education (GED materials)
____Biography
____Romances
____Westerns
____Occult
____Sociology
____Mysteries
____Science fiction
____Humor
____Sports
____Psychology
____Other:_____

7. What kind of information would you like to learn about that might help you on the outside?

____Choosing a job
____How to find a job
____How to apply and interview for a job
____Kinds of job training programs available
____Places to go for help in the community
____How to get a loan
____How to get financial help
____How to find a place to live
____How to get along with my family
____How to deal with stress
____How to rear children
____How to find health care I can afford
____What to do about drug and alcohol abuse
____Knowing about the police

(continued)

Writing a Needs Assessment Worksheet (cont.)

____Knowing about crime and the laws
____"Gay" rights
____Knowing about my rights
____How to get a lawyer
____How to like myself
____How to buy a car
____How to get the most out of my money (being a wise consumer)
____How *not* to get "ripped off"
____Other:_____

8. What's the best book you've ever read?_____

Remember, these are only suggestions. You may want to add or delete some questions. Use this as a guideline. And do not forget your cover letter!

Situation 2

Some of the information librarians typically want will be obvious to you--e.g., the age, sex, and ethnicity of users. Other information that you want can probably best be obtained informally. As you deliver books, ask inmates (if they do not tell you) what kinds of books and information they prefer. Even in this small setting, you can provide community pamphlets and information.

Situation 3

You will probably want to use all the same questions from Situation 1 and add some others.

1. Would you like a copy of the flyer that describes our library service and tells how to request a book?_____Yes _____No
2. Is there any book or other material you would like to read that the library does not have?_____Yes _____No

   If yes, what?_____

   (If at all possible, we will try to find the material you have listed. If it is not available, the librarian will let you know.)

Situation 4

If you have your own library that inmates can visit on a regularly scheduled basis, you will probably be able to offer other library services. Your needs assessment, then, may include other questions like the ones below.

1. Do you know how to find material in the jail library?_____Yes _____No
2. What else, other than books and magazines, can the library offer?

____Films
____Records
____Filmstrips
____Tapes
____Educational programs (GED, ESL, etc.)
____Community information programs
____Book discussions
____Art
____Other:_____
_____

3. If you have visual problems, would you use services such as:

____Large print books
____Large print periodicals
____Books recorded on records and tapes
____Other:_____
_____

4. The library can offer a music program. What types of music do you enjoy? (*NOTE: Remember, do not ask a question like this unless the service can really be offered.*)

____Rock
____Blues
____Easy listening
____Religious
____Jazz
____Soul
____Country
____Disco
____Folk
____Classical
____Other:_____
_____

5. If you have special skills, such as music, art, crafts, writing, etc., will you be willing to share them with other people and help the library put on workshops and programs?
(*NOTE: Before you ask a question like this, check with the jail administration to be sure such a thing can take place.*)

_____Yes _____No If yes, what are your skills?_____
_____

For the jail staff:

1. Would you like the library to subscribe to any professional journals? If so, which ones?

____*Corrections Magazine*
____*Corrections Today*
____*Crime and Delinquency*
____Your state correctional association publication
____Your state sheriffs association publication
____Other:_____
_____

2. What topics would you be most interested in reading about?

____Security techniques
____Institutional housekeeping
____Professional advancement
____Psychology
____Current trends in corrections
____Recreational programs
____Custodial care
____Education
____Rehabilitation
____Other:_____
_____

3. Name any specific pieces of material you would like the library to have available (e.g., ARCO police grade level tests).

_____ _____
_____ _____

(*NOTE: Jail staff may be reluctant to fill out a questionnaire. Both you and they may be more comfortable if you simply ask them these questions individually and informally.*)

When you write your own interest survey, talk to the jail staff about inmate characteristics; determine what information you want from an interest survey; and decide the best way to ask for the information.

Using the Assessment

Even the best needs assessment will have no value unless the results are recorded and used in planning your program. Unless you work in a very small jail, you probably won't be able to keep track of individual responses (verbal or written). A simple method of record keeping is to tally all the responses and mark the totals on an unanswered questionnaire. Look at the example below. The librarian received twenty questionnaires from the fifty passed out to the inmates. Here is how responses were recorded on one of the questions.

(c) What kinds of materials would you like to have in a library?
(Check all the kinds you would use.)
15 paperback books
3 books in large print for easy reading
20 magazines
20 newspapers
16 records and cassette tapes
10 slides and filmstrips
4 Other: games
puzzles

If questions are open-ended, write each different answer briefly when it is first suggested and tally responses after that.

Do not expect all the questionnaires you pass out to be returned for a number of reasons. Inmates may refuse to fill out the forms rather than admit they cannot read. Some may get released before they can complete and return it to you. Some questionnaires may get lost. Some inmates may have no interest in filling one out. Start planning your program based on the surveys you have received and, as new inmates arrive, be sure to have them fill out the questionnaire.

Be sure those who do not use the library service also have a chance to fill out questionnaires. It may help you determine what changes you can make so they will begin to take advantage of the program. Encourage the jail staff to tell you what library services and materials they would like, too.

Share the results of the needs assessment with both inmates and jail staff. This shows that you have taken the time to look at the questionnaires and that you intend to use them. It's a good way to begin establishing a rapport with your clientele.

5.
Delivery Modes and Record Keeping

Determining how to deliver jail library service is based primarily on the realities of the jail. Rarely is it a matter of choice. Remember that you may have to start small; do not consider a small start a compromise of good service, or be discouraged by having to accept less than what you wanted. Any start at all gives you a good opportunity to demonstrate the relevance of the service and the competence of the staff. After your service has a chance to prove itself, you will find it easier to defend expanded delivery. The credibility that you have established and the experience you have gained should lead to quality program expansion. The purpose of this section of the guide is to discuss different aspects of the various delivery modes. It will help you plan the mechanics of your service.

What Options Do You Have?

1. *A separate library in the jail.* This refers to any space where library materials are kept and where inmates can come to select from them.

   In some jails, all or most inmates will be allowed to go to the library a few at a time or on staggered days.
   In others, a representative from a tank, cell, cellblock, or tier goes to the library and chooses materials for the others.

NOTE: If you have a separate space for materials, but all of them are delivered to cells on a book cart (that is, no one comes to the library), the space is storage, not a "separate library facility."

2. *Bookmobile service.* This refers to the jail becoming an additional scheduled bookmobile stop.

   All or most inmates may be allowed to visit the bookmobile.
   A few inmate representatives may visit the bookmobile and take materials for the others.

A jail staff person may select for the entire inmate population.
The library may deliver a prepacked group of books.

3. *Book cart delivery.* A book cart or book truck is pushed through the hall of the jail, stopping at each cell. Materials are passed through the bars or the food service slot. In some cases, the jail may insist that you merely deliver books to the jail and that a jailer deliver them to the inmates. Don't push the issue, but do *try* to be the one who actually delivers materials. It's the best way to get feedback on the service and a better understanding of the users' needs.

A deposit collection (usually paperback) may be housed in the jail and rotated periodically among inmates.
Inmates may select from materials brought from the public library by the jailer or librarian.
Requests may be taken from inmates. Each delivery is an attempt to meet these requests.

4. *Books by mail.* Books are mailed by the library to the jail at regular intervals.

Materials may be selected randomly by the librarian.
Specific requests may be taken and filled.

How Do the Options Compare?

Staff and facility limitations, as well as other factors, will probably leave one option as the obvious choice. However, it is still useful to see how they compare.

1. *A separate library facility* can offer the most in terms of materials and services, but few jails will have the necessary space. (This trend, however, is changing as more new jails are built with planned library facilities.) This option requires the most in terms of staff and money, but it is the ultimate goal of most jail library programs.

2. *Bookmobile service,* if you already have a bookmobile, is relatively easy for you and provides good service, equal to what the rest of the population gets. However, a bookmobile may be totally unacceptable to the jail, since it involves not only letting inmates out of their cells but also out of the main jail facility as well. Jail staff may also want to examine all materials for contraband before allowing them into the jail.

3. *Book cart delivery* may be all the jail will allow in the beginning. It can be frustrating to try to provide information, take requests, and collect and deliver materials—all from a book cart and through a food service slot—but it's how many jail libraries get started. It can also be time-consuming, especially if the jail staff want to examine all incoming materials. Despite its

physical limitations, however, you will find that there are ways to improve and expand such service.

4. *Mail service* is a poor choice, unless there really is no alternative. It greatly increases the possibility that the inmate will never get the requested materials. Security regulations may even prohibit mail delivery, since all incoming materials would have to be searched. Jail staff may not want to continually pack and unpack materials. Books by mail service is probably more appropriate for special requests on a limited basis than it is for general reading materials.

What Services Can You Offer?

Remember that providing materials (books, periodicals, and reentry information) is the major service. Other services are important too, and should be added when possible and when appropriate (see the chapter on service options).

With a separate library facility, you can potentially offer instructional materials and group programs, materials in a variety of formats, information and reference services, writers' and artists' programs and exhibits, and community service or general interest programs. Some of these can be offered through other delivery modes as well, if there is a group meeting space available and if inmates are permitted access to it. You and the jail administrator will have to decide what is feasible.

Bookmobile service, book cart delivery, and mail service can provide a great deal in the way of materials, including all self-instructional programs. Reference and information services are difficult to provide when there is minimal or no contact with the inmates, unless they have access to a telephone. These delivery modes also do not lend themselves easily to special programming. But you can help plan or coordinate a special program if your jail is willing and if the two of you can work out the logistics (space, security, staffing) of presenting it. Take it one step at a time. When you have a good materials service running smoothly, *then* try to expand.

What to Consider in Scheduling

1. *Other activities in the jail.* Library service will be in competition with many other activities: visits by doctors and nurses, janitorial services, meals, religious services, educational programs, and shakedowns (complete search by jail staff of cell) or "counts" (head counts of all inmates). Gain the appreciation of the jail staff by your willingness to schedule the library service around the busiest times for some of these other activities (this may include some night or weekend hours). Be flexible enough to reschedule the library visit if circumstances indicate a need (this obviously does not apply to bookmobiles, which have their own schedule to meet). CAUTION: It's fine to be flexible, but do not let *your* program get lost or diminished in the shuffle.

Stress regularity. If either the librarian or the jail administrator requires a change in schedule, it will be appreciated if the other is notified as soon as possible.

2. *Your time and the jail administrator's time.* Being the librarian in a separate library facility or on a bookmobile is a regular, often full-time, job. In addition to being present during all service hours, you have preparation work to do as well.

Providing library service through book cart delivery or mail service is usually one aspect of a broader job. Time required for the separate library facility or the bookmobile will vary tremendously depending on the size of the jail population, how many inmates use the library, and how many come at the same time. There will probably be restrictions on how long they can stay as well. Be sure that the service hours are long enough for all to take advantage of it.

The time required for book cart delivery will also vary with the size of the jail population, as well as with the depth of service. In medium-sized or large jails, you can expect to spend a lot of time getting materials and filling requests. Materials should be signed out before you ever get to the cell blocks. Do not waste your brief time with the clients having them sign book cards. For efficient delivery, have the materials arranged in order of the cells. Delivering and collecting materials is a minimal service and will require less time than trying to take requests and provide information.

It is difficult to estimate how long materials delivery will take. Make clear to the jail administrator that you won't know until you try it once or twice.

Mail service will take you as long as it takes to gather a group of materials, pack them, and mail them.

The jail administration also has to spend time on any type of library service.

1. Jail staff provides for the security of inmates who go to a separate library facility or bookmobile.
2. They may provide protection in a separate library facility, a bookmobile, or a book cart delivery service by staying with the librarian whenever inmates are present.
3. Jail staff may have to search all incoming materials (and persons) for contraband.
4. Jail staff are responsible for unpacking, delivering, and repacking materials that are mailed in or deposited outside the jail.
5. Jail personnel may be the only ones allowed by the jail administration to deliver materials.

Delivery Mode Costs

Costs associated with each separate mode of delivery include:

1. *A separate library facility*
   Furnishing and equipping a space (possibly including shelving,

tables, chairs, lighting, files, audiovisual equipment, and telephones).
Maintenance (dusting, cleaning floors, changing light bulbs).
Materials.

2. *A bookmobile*
Additional materials (optional).
Added vehicle maintenance costs (although these would be incurred with the addition of any stop).

3. *Book cart delivery*
One or more book carts (be sure to have one for each floor, unless there is an elevator, and be sure to measure the passageways before you buy).
New materials, such as a deposit paperback collection.

4. *Mail service*
Postage and packaging materials. A heavy-duty stapler and a scale.

Getting Materials Back from Inmates

You would not feel much respect for a service that consisted of delivering torn-cover paperbacks randomly to cells, and neither will the inmates. You are most likely to get materials back when inmates have respect and appreciation for the service. To gain this respect and appreciation:

1. Provide quality materials.
2. Respond to individual requests.
3. Check materials out to individual inmates and put due dates. (You have to weigh the trouble of keeping these checkout records against the responsibility inmates will feel about material they check out.)

Record Keeping

Keep only records that are really useful.

1. *A shelflist and/or card catalog.* If you have some type of permanent collection in the jail, you may be tempted to keep a shelflist or card catalog. Do it only if your collection is reasonably stable and if you have a fair degree of control over materials—that is, if they are returned regularly. Do not do it if your collection is characterized by multiple copies of popular paperbacks that are seldom returned on time, if at all. A shelflist will be useful primarily in reordering materials or in keeping track of materials on order.

2. *Subscription records.* Keep record cards on all materials you receive on subscription—magazines, newspapers, and law books. Check each issue in as it arrives. This will not help you keep up with things any better, but you will be able to tell if a particular item has not been received.

3. *Checkout records.* Materials may be checked out to an individual or simply to "jail." Advantages to keeping individual checkout records are that you will know where things are supposed to be and that inmates will be more likely to feel responsible for materials checked out to them. Such

records can ultimately "prove" to the library administration how many books are being lost (depending on your rate of loss, this can be an asset or a liability).

However, it is hard to hold inmates responsible for books for a number of reasons: they may be moved to another cell without the books; they may be released or transferred; the materials will almost surely be shared by others; the materials may be lost when cells are cleaned out and searched; or inmates may not have money to pay fines and costs. Due date slips will also get lost, making it difficult to clear the record. Therefore, it may make more sense to check all materials out to the institution and file by main entry.

If you are going to check materials out, do so for two-week periods with a renewal option. Even though inmates may appear to have lots of free time, do not assume that they can or will sit and read by the hour. Two weeks gives even a slow reader time to finish a book, but is not such a long time that materials are forgotten. Materials are also passed around among inmates. If you have a mail service, be sure to allow for some time lag. Whether you actually check materials out or not, due dates are still a good idea. They give inmates guidelines on what is expected of them and show that you expect materials to be returned.

4. *Results of needs assessments or interest surveys.* These should be administered periodically.

5. *A list of most frequently requested authors, titles, and subjects.*

6. *The number and percent of the jail population who use the jail library or bookmobile* (if you have either of these). This includes the inmates who come in but take nothing out, as well as those who do take materials, and will probably be more indicative of service than circulation figures, especially since there is no way to record "unofficial" circulations. Often an item checked out one time is read by everyone in the cell.

7. *The number of questions.* Include both reference and informational questions.

8. *The number of visits you make in a given period.* This applies only if you do not have a separate library facility.

9. *The number of materials checked out in a given period.*

10. *Use of materials checked out in a given period.*

11. *Interlibrary loan records.*

12. *Any evaluation, formal or informal, which you get from jail staff or inmates.*

Use these statistics to evaluate your program and to seek additional support for it. Submit an annual report to the jail administration and the library administration to document your services and your needs. See page 39 for a sample "Record Keeping Sheet."

Planning Delivery

You should now have some ideas about how you can initiate some type of service under almost any conditions. On page 40 is a planning sheet to help you organize the way your delivery will work.

Record Keeping Sheet

Worksheet

Date	No. of Users Served	No. of Materials Sent or Checked Out	No. of Reference or Information Questions	No. of Programs and Attendance	No. of Requests Taken	No. of Requests Filled

Planning — Worksheet

Planning the Mechanics of Your Delivery Mode	*An Example: Fairfield County Jail Library*	*Your Jail Library*
Delivery mode	Book cart delivery to cells	
Scope of service	Paperback books (donations) and GED study guides; information on very limited basis	
Approximate number of people who will have access to the service	Jail daily average population: 175	
Records	A count of paperbacks delivered to and returned from each cell at each visit; GED books will be signed out like any other library material.	
Frequency of service	Librarian will visit jail every week, taking the first floor one week and the second the next.	
Librarian's time	About an hour a week in preparation and two hours in delivery, plus various speaking and public relations engagements	
Jail staff time	About two hours a week to escort the librarian in book delivery	
Costs	Two book carts to be purchased by jail; additional paperbacks to be purchased from time to time by library.	
Staffing	Deputy John Hill, Deputy Ray Wrill, Bob Scott and Sharon Sanders from library	

6. Materials Selection

The joint ALA/ACA standards for jail library service (see Appendix B) suggest that jails with an average daily population of 50–150 have:

1. 2,000 book titles and 231 linear feet of shelving
2. 15–30 current magazines, possibly in multiple subscriptions
3. At least one local and one state newspaper, in multiple subscriptions
4. Music media such as records, audio tapes and cassettes, and players
5. Films, filmstrips, and equipment
6. Games and puzzles
7. Typewriters.

Do not let these standards overwhelm you. If you are just starting and see no way to provide all these things immediately, the standards become part of your objectives. Take it one step at a time.

The purpose of this chapter is to describe types of materials you will want to consider for your jail and to discuss factors that may influence your decision. The chapter will also cover sources of materials and working with a materials selection policy. As you read, consider how you might begin. Remember that the smallest collection, carefully selected, is better than a large, poor one—or none at all. Even a small collection must include popular books, current periodicals, and prerelease information.

What to Provide

Formats. Decisions regarding what formats to provide will be determined, for the most part, by other constraints such as money, jail regulations, space, and available equipment. Figure 1, the Materials Evaluation Chart, describes various formats, explains why they should be considered, and lists possible problems and options.

Format	*Why Provide?*	*Possible Problems*	*Options/Solutions*
Paperbacks and comics	They are: colorful and current; of high interest, inexpensive, and expendable; easily transported and stored; available through donations and easy to provide in multiple copies. Both can draw reluctant readers, and comics particularly can reinforce and develop reading skills of low-level readers.	Sheriff's objections: They can be used to start fires or clog toilets. Librarian's objections: They are not durable and are easily lost.	These acts are probably motivated by boredom. Give paperbacks a trial period; chances are users will be so glad to have the service that they will respect materials.
Magazines and newspapers	All the advantages of paperbacks and comics, plus they provide a way of keeping up with the world and home community.	Same as above, and there may not be enough to go around.	Same as above.
Hardback books	(1) Many titles come only in hardback. (2) If the jail library is drawing on the public library, they may be all that is available. (3) They are more durable.	Hardback books can be used to conceal contraband. They cost more. Harder to transport and take up more space.	Inspections will prevent contraband from getting through.
Games and puzzles	(1) Provide a real diversion, especially for nonreaders. (2) May be able to get them as donations. (Consumable puzzle and game books would be especially welcome.)	Often bulky to carry. Pieces may become easily lost (especially jigsaw puzzles). Dice may be used for gambling.	If there is no library in the jail, try at least to have on-site storage for games and other large materials.

Maps, pictures, and posters	To brighten the environment and to inform.	Jail regulations may prohibit putting things on walls because contraband can be hidden behind pictures, etc.	Options: (1) Ceiling displays; (2) Day room use rather than cell; (3) Painted graphics--maybe by inmates or local art group.
Records, audio tapes, films, videotapes	To provide variety. For entertainment. To serve nonreaders. To provide access to civic or other special functions.	May violate security ban on metal. Wires may be used to make weapons. Expensive. Require expensive equipment. Hard to use in individual cells.	May obtain through donation. May provide as special library programming only, for use only in the library or with authorized supervision.
Pamphlets, brochures, community materials	Most common format of reentry information. Often inexpensive or free. To provide current information.	Hard to organize. Difficult to display.	Staple to display board in day room or waiting area for use by family as well as inmates.
Mail order and store catalogs	Free, colorful, current, easy reading level. Good for consumer awareness. Fun!	Flimsy, messy, hard to keep track of. Orders can't be honored by staff.	Meant to be consumed. Tie in with educational programs.

Figure 1. Materials Evaluation Chart

Of all possible materials, paperbacks should be your first priority. Their advantages are numerous and make them especially appropriate for jail libraries. If you are starting with limited resources, they will be one of the easiest kinds of materials you can obtain.

Content. Use your needs assessment and your materials selection policy to determine the content of your materials (writing a materials selection policy will be discussed later in this chapter). The services provided to jail inmates should duplicate, as closely as possible, the services offered to the general public, although this may not always be possible. In some cases, there will be space and financial limitations as well as jail-imposed restrictions on materials. Your approach to materials selection will have to be adjusted to meet these limitations or restrictions.

Philosophically, it is hard for librarians to accept restrictions on materials. In fact, such restrictions are labeled "censorship" and constitute one of the major issues that librarians feel strongly about. Jail administrators feel equally strongly about any activity that they perceive could threaten jail security. They may oppose library service in general for this reason. Or they may still oppose inmate access to certain materials, such as books on lock-picking or gunsmithing and sexually explicit or ethnic materials. They may wish to prohibit such materials as a threat to security.

It is not necessary for you to bring up the question of censorship. In working with the jail administrator, explain how materials will be selected (e.g., on the basis of the needs assessment and the selection policy statement, and within the bounds of any physical or financial limitations). If there is to be any further regulation of materials, you will probably be told at this time.

Arguing at this point for intellectual freedom may jeopardize your entire program. A better approach is to accept the restrictions and get your service established and running smoothly before you confront the issue of censorship. The jail administrator will also be more likely to discuss it with you when there is a proven service in operation.

As you look at the demographics and the needs assessment of your jail, you will begin to know what subjects to include in your materials. Your client group may be as diverse as the public at large, or it may be fairly homogeneous. Choose things that will meet the needs and interests of your users.

To identify specific titles or materials:

1. Ask inmates and jail staff for suggestions (they will feel much more a part of the library if you do); use special forms or sign-up sheets
2. Browse through bookstores
3. Read reviews in magazines
4. Be aware of popular cultural movements in your region
5. Ask people knowledgeable in the appropriate topic—especially those outside the field of librarianship.

The following sections provide a description of some of the kinds of materials you will consider for your library.

Reference. Any kind of designated library space should have a collection of basic reference books. Consider:

A current encyclopedia (a one- or two-volume set should be sufficient in most jails)
Paperback dictionaries (multiple copies)
Foreign language dictionaries
A crossword puzzle dictionary
Local and other phone books
Local United Way directory
People's Yellow Pages
Books of Records, e.g., Guinness
Poetry index or anthologies
Medical dictionary and encyclopedia
Sports dictionaries
An atlas
Book of quotes
Tax guides
Drivers' manuals (multiple copies)
GED study guides
Almanacs
Vocational and trade school directories
Funding directories

Two additional reference materials you might not typically think of are a simplified ephemeris and table of houses. These will be appreciated by that large number of people who want to work out their horoscopes.

Legal Materials. Recent court decisions make it clear that all inmates must be provided adequate legal assistance (*Younger* v. *Gilmore*—404 U.S. 15 [1971] and *Bounds* v. *Smith*—404 U.S. 15 [1977], 97 S. Ct. 1491 [1977]). It is the responsibility of detention and correctional facilities to make this assistance available. There are three ways that they can do this: (1) by providing adequate law libraries; (2) by establishing programs in which law school students assist inmates; and (3) by employing full-time staff attorneys.

The only one of these that will concern the jail library is the first one—the provision of legal reference materials. Some jails have cooperative arrangements with nearby law libraries; however, most will not, and so will have to provide their own materials. Legal materials must be selected carefully, because they are expensive to buy, often very specialized, and quickly outdated. If you are going to have to develop a legal materials collection, here are some suggestions that will help you.

1. Write to the American Association of Law Libraries (53 West Jackson Boulevard, Chicago, Illinois 60604) and request *Recommended Collections for Prison and Other Institution Law Libraries, Part I, General and Part II, States and Canada.* These two lists will not only suggest materials appropriate for different correctional settings, but will also give approximate costs and required shelf space.

2. Contact the American Correctional Association (4321 Hartwick Road, Suite L-208, College Park, Maryland 20740) and order a copy of *Providing Legal Services for Prisoners: A Tool for Correctional Administrators.* This publication describes the various methods of compliance with the "legal access" requirement and includes the materials recommended by the American Association of Law Libraries.

3. Contact your state library to see whether you can be put in touch with others in your state who have established or are establishing jail law libraries.

There are no easy guidelines to providing legal materials. Many jails will not begin to have the financial resources required to purchase the recommended collection, making it important to gather as much information from these other sources as possible.

Some legal materials become outdated very quickly. You may find it hard to discard an almost new book, but as you learn how to use legal reference materials, you will appreciate why it is essential to get rid of the outdated ones.

The fact that you are establishing a legal materials collection implies that a service will also be provided. This is important! It is almost pointless to provide expensive materials if no one knows how to use them. This will be discussed further in the next chapter on service options.

Fiction. The interests of jail inmates are as diverse as those of the rest of the population. You will want to include current best sellers, mysteries, and science fiction, as well as the ever-present westerns and romance novels. Go to your clients to be sure.

Nonfiction. Nonfiction is popular with many inmates, and choices run the gamut of what is available. Consider materials on sports, travel, biography, ethnic history and culture, poetry, self-help, parenting, health, human sexuality, the occult, and the supernatural.

There will probably be a great deal of interest in "sex" books. Requests will include sex manuals, "men's" magazines, and hard-core pornography ("hot doggers").

Educational Materials. Educational items are essential. The most frequently requested educational materials will probably be high school equivalency (GED) study guides. Provide multiple copies of these, but also make available adult basic education (ABE) materials for persons who need work in basic skills. You will want to select materials that can be used individually or in a one-to-one tutoring situation. Work with your local adult basic educa-

tion program or your state department of adult education in deciding which kinds of basic educational materials to include in your collection.

In addition to basic skills and GED materials, you will probably also want to make available special interest self-study guides in areas such as bookkeeping, shorthand, or automobile repair. In the next chapter of the guide, you will find out more about instructional programs to provide with these materials.

To complement your educational materials, include high interest/low reading level materials. These are books, magazines, newspapers, and pamphlets that are easy to read without appearing childish. These kinds of materials will meet the needs of some of your users who read at a low level or not at all. This material will also offer a relatively painless way for inmates to increase their reading levels in preparation for the GED.

For more information or lists of sample high interest/low reading level and adult basic education materials, contact:

Public Library Association
Alternative Education Programs Section
50 East Huron Street
Chicago, Illinois 60611

Other sources of materials are *Booklist, School Library Journal, High/Low Report* (20 Waterside, New York, N.Y. 10210), and *The Reader Development Program Bibliography* (available from New Readers Press, Box 131, 1320 Jamesville, Syracuse, N.Y. 13210), which regularly features reviews of these kinds of materials. Baker and Taylor Company (1515 Broadway, New York, N.Y. 10036) is compiling a large but selective bibliography of adult basic education and high interest/low reading level materials. This list is composed of the most used materials in literacy programs all over the country.

Finally, if you feel that you need help in evaluating materials for new readers, New Readers Press has a guide to help you.

Reentry Materials. There are various kinds of information and community services that may help inmates more successfully reenter the community. Many of the inmates' community education needs will be the same as those of the rest of the population. However, inmates may have some unique problems, too, such as dealing with ex-offender status in a job interview.

Work with the jail counselor or intake person to avoid duplication of effort. If the jail has not already done so, contact your local United Way and get a copy of their community resources directory. And, if no such list exists, begin your own by compiling a list of all the agencies you can identify that might provide needed assistance. Contact each of them for further information and any brochures or pamphlets that describe their services. As you interview each agency, find out whether they have any services to meet the specific needs of inmates. Get contact names and phone numbers and add this information to your now well-established collection of reentry materials. (See the list below and on page 51 of possible agencies to contact.) Basic materials resources for reentry information are:

1. *A Survival Sourcebook* (CONtact, Inc., P.O. Box 81826, Lincoln, Nebraska 68501), 1979.
2. *National Ex-Offender Assistance Directory* (CONtact, Inc.), 1980.
3. *Comprehensive Work Entry Program* (American Correctional Association, 4321 Hartwick Road, Suite L-208, College Park, Maryland 20740).

Materials for Special Populations. Your public library probably already stocks materials for whatever special populations exist in your community. Do not forget to include materials for these groups in the jail library, too. The worksheet "Providing Materials to Special Groups," opposite, lists some special groups and the kinds of materials to include for them. Add other special groups you expect to be serving.

Materials by Offenders and Ex-Offenders. Inmates are naturally very interested in materials written by other inmates. Sources of such materials are: The Fortune Society (229 Park Avenue South, New York, N.Y. 10003), and *Memoirs of American Prisons: An Annotated Bibliography,* by Daniel Suvak (Scarecrow Press, 1979; 255 pages; $10.00). Another source is your own inmate population. Encourage your clients to write their own articles, stories, or poems, and make these available to others.

Some inmate publications that you may want to consider are *The Angolite* and *C.H.O.T. News. The Angolite* is the prison news magazine of the Louisiana State Prison. This extremely well-written publication won the 1980 George Polk Award for Special Interest Reporting. The magazine comes out six times a year. To subscribe, send your name, address, and $8.00 to: *The Angolite*, c/o Cashier's Office, Louisiana State Prison, Angola, Louisiana 70712.

C.H.O.T. News is a publication of the Staunton Correctional Center in Staunton, Virginia. For more information, write the Editor, *C.H.O.T. News,* Box 3500, Staunton, Virginia 24401.

Materials for Jail Personnel. Question jail personnel concerning materials that they would like to use. This particularly applies to professional materials and subscriptions to state and national periodicals. Contact the following organizations for a description of their materials and services.

American Correctional Association
4321 Hartwick Road, Suite L-208
College Park, Maryland 20740
Corrections Today (bimonthly)

CONtact, Inc.
Box 81826
Lincoln, Nebraska 68501
CONtact Newsletter (monthly)
Corrections Compendium (monthly)

National Criminal Justice Reference Service
NCJRS Corrections Team
Rockville, Maryland 20850
Contact for technical information, bibliographies, and computerized literature searching.

National Institute of Corrections
Jail Center
Resources Information Center
P. O. Box 9130
Boulder, Colorado 80301

National Jail Association
4321 Hartwick Road
College Park, Maryland 20740
National Jail Forum

National Sheriffs Association
1250 Connecticut Avenue, Suite 320
Washington, D.C. 20036
National Sheriff

Providing Materials to Special Groups

Worksheet

Group	*Materials to Provide*
Visually impaired	Large print books, books on tape, records
Non-English speakers	Foreign-language books, magazines, and newspapers; low-level English-language materials; English-language study materials
Members of ethnic groups	Appropriate ethnic history and culture materials, as well as fiction featuring minority group members
Youth	All types of materials designed to meet the interests, needs, and reading levels of youth; appropriate school texts

Some jail staff may be taking law enforcement courses; you could provide texts or supplementary materials. There will also be basic resources in jail administration the staff might seek access to. Provide materials for their recreational reading as well.

Where to Get Materials

There are six major ways to obtain materials.

Regular Public Library Collection. When the jail library is treated as a branch or deposit collection of the public library, and especially when there are no extra funds set aside, jail materials are usually part of the general library collection. Public library staff members may be reluctant to release their materials to what they perceive as an "insecure" setting. If they become convinced that inmates are a part of the community, however, they will probably be willing to give the jail library a chance. Damage and book loss are more obvious in a jail setting, and indeed they will occur, just as they do in any branch. Budget for such loss and accept it.

Purchase of Materials. Every jail library should have funds to purchase such materials as newspaper and magazine subscriptions and multiple copies of popular paperbacks, at the very least. Materials can be ordered through traditional library channels; paperbacks can be purchased at local bookstores. (After books have been on the stand awhile, local newsstands may be willing to sell to you at a reduced rate.) Check Good Will, the Salvation Army, or their equivalents for really cheap prices. Finally, some jails have an inmate welfare fund that can be used for purchasing materials.

Gifts. Gifts cannot be avoided, even if you wanted to. Although many donated items tend to be old, of limited interest, or in bad condition, this will not be a problem if you have a clearly stated gift policy. Be sure donors realize that you will decide whether or not to keep their gifts. On the positive side, many people will donate recent paperbacks and book-of-the-month-club selections, and your gracious acceptance of all gifts will also build good will. When groups ask you beforehand what you need, stress that money would be most helpful (if you are allowed to accept cash donations).

Interlibrary Loan. Theoretically, interlibrary loan is a good way to gain access to materials not in your collection. Often a request may be of limited interest and available only through a larger agency than yours, or your collections may be so limited that there are many things you do not have. Interlibrary loan may not work effectively, however, if there is fairly rapid turnover of the population. For the times when this is not the case, interlibrary loan is an important service, one which all jail libraries should have access to. Work closely with your public library and your state library agency in planning interlibrary loan services.

The Community. Contact community services and agencies for informational materials they distribute. Some agencies include:

Local adult vocational programs
Local adult education programs
American Civil Liberties Union
The Bar Association
Banks and loan companies
Ex-offender aid groups
Tenants' association
Legal aid
Public and private employment agencies
Industries
Colleges
Local credit bureau
Churches and service organizations
Consumer counseling services
Consumer protection division of the state attorney general's office
Local health and mental health clinics
City or county health department
Local women's center

Two monthly bibliographies that list free or inexpensive and useful materials are:

Selected U.S. Government Publications
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Consumer Information
Public Documents Distribution Center
Pueblo, Colorado 81009

Scrounging

1. Contact paperback suppliers to find out whether you qualify for "stripped covers" (low-cost or free paperbacks from which the covers have been torn). Do *not* let your collection stop with this kind of material. It is better than nothing, but very little better. You may even want to handle such materials as giveaways or use them only in the day room.
2. Check with the local post office and get undeliverable books and magazines.
3. Write directly to paperback and magazine publishers to see if you can get low- or no-cost materials, or contact local bookstores, newsstands, and publishers' representatives.
4. Do not forget garages and service stations (for used repair manuals), barber and beauty shops, and doctors' offices. They often have dated but usable manuals and magazines.
5. Some magazines offer special subscriptions to inmate populations. Contact *High Times* and *Easy Rider*.
6. Beg library and jail staff members to bring usable materials from home.
7. Work with your Friends of the Library group. Scour their book sale donations before the sale.

Now you have a good idea of the kinds of materials you're going to provide, and where you're going to get them. Write your materials plan on the "Materials Planning" worksheet on page 53.

Materials Planning — Worksheet

The following worksheet will help you plan the scope of your materials and the cost. (NOTE: If you will be borrowing a certain type of material from an already existing library collection, name that library in the "Source" column. If service is restricted to book truck delivery from the public library collection, you do not enter anything in the "No. of Pieces or Titles" column; this will vary with every delivery.

Will Include	*General Materials*	*Source*	*No. of Pieces or Titles*	*Amount to Be Spent (if any)*	*Storage or Display Needs*
	Paperback books-- fiction and nonfiction				
	Hardback books-- fiction and nonfiction				
	Legal materials (also Xerox machine and paper)				
	Educational materials				
	Magazines				
	Comics				
	Reference materials				
	Audio cassettes and recorders (plus batteries)				
	Newspapers				
	Materials by offenders and ex-offenders				

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Will Include	*General Materials*	*Source*	*No. of Pieces or Titles*	*Amount to Be Spent (if any)*	*Storage or Display Needs*
	Films and projector				
	Records				
	Art prints and/or posters, maps				
	High interest/low reading level material				
	Community pamphlets and brochures				
	Ethnic materials				
	Juvenile materials				
	Materials for visually handicapped				
	Other-language materials				
	Professional materials for jail personnel				
	Games, puzzles				
	Typewriters and equipment				

Organizing Materials

Materials in Storage. If you have rotating collections of books that move from cell to cell or tier to tier, you will want a way of quickly determining which books go where. One possibility is to color code each rotating collection with a different color. Records can be kept to show that the "yellow" collection started in Tank 1, moved to 2, etc. If you do this, let a volunteer set it up for you, so that your time can be used elsewhere.

In a small storage space, "extra" books should be organized by general subject so that you can quickly find three more mysteries if you have to. Realize, however, that it will be hard to maintain the order unless you are the only one with access to it.

Keep magazines together by title. Do not worry about trying to keep all back issues.

Materials in a Separate Library Facility. Materials can be organized by the Dewey Decimal or Library of Congress classifications. This may be effective if the materials are on loan from another library and have already been classified, and if there are a lot of materials. For small collections, collections that are mainly fiction, and newly purchased materials, this type of classification system is not necessary. Try instead labeling shelves with large signs such as "Black Culture," "Mysteries," "Current Fiction," etc. Color code materials by category. This will make the library easier to use for everybody and easier to maintain. For larger collections, or collections you expect to expand, you will probably prefer to use an abbreviated Dewey classification. This will provide an objective structure within which to classify new materials and will eliminate the possibility of randomly adding new subject headings.

Keeping Materials Current. Nothing is more unappealing than a library collection comprised of old, dusty, torn materials that no one ever uses. In a jail library, it is especially important to "weed out" inappropriate material in order to make best use of limited space, provide current information, and make the library collection inviting.

Weeding out is an ongoing process. Go through shelves and returned books to identify those that are out-of-date, in bad physical condition, never used by anyone, or irrelevant to any of the needs of your users, and discard these materials.

Security of Materials

Security of materials is a major concern. The nature of most jails is such that individuals cannot be held responsible for materials because they have little control over them. However, lost and damaged materials are not a great problem in most jail libraries. This may be because users appreciate the library and understand that abusing it could result in an end to the service. Some librarians report that their jail clients are more responsible than the general public.

The jail administrator can help you immensely by seeing that materials taken in shakedowns or when someone is moved or released are returned to the library. Ask for such help, and clearly mark library materials so that the jail staff can quickly identify materials that should be returned.

Writing a Materials Selection Policy

By now, you have a pretty good idea about what you want in your jail library service and what you can realistically have. A written materials selection policy statement will provide the basis on which all materials are included in your library. It should include your position on gifts. The existing public library policy statement may well suffice as is or with only minor changes. If a new selection policy statement must be written, it should be approved by the library and the library board, if you are functioning as part of the library, and by the jail administration. (Note: Some libraries include a selection policy statement in an overall policy statement. A sample "Materials Selection Policy Statement" is included in Appendix C.)

If you find it necessary to write a selection policy statement, outline each of the points below for your library. Use the worksheet "Your Selection Policy" on page 56. This will give you a rough draft of a selection policy statement.

Goals and Purpose of Library Service. Begin by stating the purpose of your service—what it is you're trying to do, and for whom.

Clientele. The policy statement should describe your clientele. The needs assessment information discussed earlier is important in writing policy statements. Include ages of the clients, reading and educational levels, and ethnic background.

Gifts. Have a separate paragraph about gifts. Make it clear that such donations become the property of the jail library to do with as it will. Donors should understand that their gifts may never become part of the collection.

Selection Criteria. Now delineate the criteria that you will use in selecting materials. These may be general criteria, or may be broken down by subject and type. Include types of materials that are not acceptable.

Formats. List the formats of materials to be provided.

Providing Materials

Inmates will expect their requests to be met, and in some cases, this may cause problems. What do you do when a specific item requested by an inmate is already checked out or unavailable? If you are getting your materials from

Your Selection Policy

Worksheet

Goals and Purpose of Your Library Service

Key Points:

Clientele

Key Points:

Donations

Key Points:

Selection Criteria

Key Points:

Formats

a library on the outside, you may want to put a hold on it. In the meantime, find a related piece of material that may be of interest to the inmate. Of course, when the requested book becomes available, you will want to bring it to the inmate.

You will also find that some inmates may request a piece of material that you know will be too difficult for them to read. People often ask for materials they have heard about or seen others read. Many are embarrassed to admit they do not read very well. Get the requested material, but in addition try to find something else on a related topic that is written at a lower reading level. This may not always be possible, due to a lack of low level/high interest reading materials. If you can find something suitable, tell the inmate that you found an additional material that might be interesting. By handling the situation tactfully, you have shown sensitivity to someone's needs and promoted better library service.

There may be times when material is requested that is simply not carried by the library and not easily available from another institution (hard-core pornography is a common example). Handle such requests the same way you would handle any requests for unavailable materials. If acquiring the material is financially feasible and compatible with the selection policy, and if you feel that sufficient use would be made of it, buy it. If you cannot justify acquiring it, explain that it is not available and why.

7.
Service Options

It is important to be willing to "start small" with your jail library. However, there is a minimal level of service that all libraries should try to achieve —even in the beginning. As previously mentioned, this service includes the regular provision of books, current magazines and newspapers, and prerelease information. These materials are vital to any jail library and should be made available to inmates even if on a small scale. Close in importance is the provision of basic reference services and the simple act of helping inmates find the books they want.

A broader role for the public library includes the provision of information and continuing education opportunities. This chapter will describe a variety of specialized services that can be added to your program to meet the informational and educational needs of inmates. Not everyone will be able to move into these service areas. Some, such as information referral or legal reference, require special training. In no case is an individual librarian expected to plan and implement all of these services. Rather, the library is seen as the catalyst for getting programs started.

The programs already available in many jails are testimony to the fact that, even on an almost nonexistent budget, there are valuable services that can be provided. In cases where services already exist in the jail, the librarian may be initiating a new service. In initiating new services, maintain good relations by talking to the jail administrator before you do anything.

All of the services in this chapter will be described as if they do not currently exist. Consider the needs of some real prisoners as you think of ways that programs could be modified to fit your situation.

You will probably find education both a major need and interest of many of your new clients, and it's very possible that you can play a significant part in meeting this need. If instruction is already being provided by some other agency, your services as a program planner/coordinator and supplier of supplementary materials will still be welcome. If there is no educational program in the jail, you may want to discuss setting one up with your jail administrator. Consider these options.

Literacy Programs

Wanda J. heard about the GED shortly after she arrived at the correctional center. Her family had not stayed in one place long enough for her to attend school more than a few weeks at a time. But Wanda knew the value of the GED. She tried to enroll in correctional center classes but was diagnosed as being unable to read and therefore unable to participate in the class.

Many inmates will be interested in the GED but, like Wanda, will be unable to read well enough to work with the materials. A basic literacy program is an essential first step for people like this.

How to Get Started. Contact any or all of the following:

1. Your state department of adult education or your local adult learning center. This group is responsible not only for high school completion programs, but also for basic literacy and English as a second language.
2. Laubach Literacy, Inc.
   P.O. Box 131
   Syracuse, New York 13210
3. Literacy Volunteers of America
   2001 James Street
   Syracuse, New York 13206
4. READ, Inc.
   8605 Cameron Street, Suite 216
   Silver Spring, Maryland 20910
   This program is designed especially for juveniles.

All of these groups have the capability of providing tutor training and recommending materials.

Staff. Literacy programs require the time of someone besides the student. This person does not have to be a trained teacher, although that is always desirable. The Laubach and Literacy Volunteers programs previously mentioned rely on the efforts of trained volunteers and both are quite successful. Volunteers may be people from the outside, other jail or library staff members, or other inmates.

Materials. Any groups that you contact will recommend appropriate materials. If you work in conjunction with your state or local department of adult education, that group is likely to provide the materials. However, in many programs, librarians provide their own materials. (See pages 50–52 for ideas on acquiring materials.)

Scheduling. Inmate tutoring in the same cell is easy. However, if a teacher or volunteer from the outside, or even from the staff, is to participate, study time will have to be coordinated with other jail activities. Again, consider two or three visits a week for one-and-a-half to two-hour periods.

Costs of Implementing the Program. The costs required to implement the program will need to include study materials, the possible training of staff or volunteer tutors, and the possible additional staff time of the jailer, teacher, and library staff.

GED or High School Completion

Joe T. is 19 years old and has been in the county jail for several weeks. He expects to be there for at least another two months. Joe dropped out of school in the tenth grade to go to work. He confided to the librarian that he was afraid of ever being as poor as his parents were. He complains that no one has ever given him a chance, even though he views himself as a good worker. Joe says, "When they find out I don't have that piece of paper, man, they quit listenin'." The jail experience is not improving Joe's attitude.

Nearly all communities, no matter how small, have programs through which people can either complete high school or obtain a high school equivalency certificate. Although some of these may be class-type situations, they are more often structured so that the learner can work independently most of the time.

High school completion programs offer traditional high school diplomas and usually demand that the student return to the classroom.

GED (General Education Development) refers to a series of tests in the areas of math, reading, writing, science, and social studies. Successful completion of the five tests results in awarding a high school equivalency certificate. People may prepare for these tests individually, in a learning center situation where someone is available to help them from time to time, or in a GED class where all participants progress at the same speed.

How to Get Started. Call your local school district or adult education center. Find out what type of high school or equivalency programs are available in your community. Find out also what type of regulations govern school-age youth and out-of-school adults. Both school districts and adult education groups should be able to inform you of all program requirements, so that you will know whether inmates can meet them while incarcerated. They should also be able to help you get set up and perhaps provide some materials and a part-time teacher.

Knowing jail limitations and regulations, as well as how much help you can expect, you will be able to plan your program. Complete independent study is nothing more than the provision of materials and test information. Individualized instruction allows students to work on their own and get help from resource teachers as they need it. This type of program requires a separate space in which teacher and student can work together, for a period of time often as little as two hours a week. For the remainder of the time, students work independently. Advantages of this type of program are that:

(1) it doesn't require a great deal of teacher time, but still gives students the guidance they need; and (2) students can advance at their own pace, and study only those materials or subjects that they need.

Class instruction requires a teacher for each class and a space for classes to be held. When such an arrangement can be worked out, students can benefit from group interaction, but all of them may not advance as fast as they could otherwise.

Staff. If group or individual instruction takes place, a teacher's time is required.

Materials. The school will have to provide instructional materials for a high school completion program. Provision of GED study materials can go either way and, as often as not, will be the library's responsibility, since these materials are usually available in libraries. Do not limit the library to GED study guides, however. A large portion of the GED tests reading skills; consequently, a variety of more interesting, relevant materials can be used along with GED study guides. Work with school personnel to identify other appropriate kinds of supplementary materials. (See pages 50–52 for ideas on acquiring materials.)

Scheduling. Independent study, when defined as a situation in which the library provides the materials and students work entirely on their own, obviously requires little scheduling, if any. A teacher, if one is going to be available, should come two or three times a week for one-and-a-half to two-hours at a time on a prearranged or regular schedule.

Costs of Implementing the Program. The costs of such a program should include study materials, such as GED study guides; the possible educational staff time of the jail administrator, the teacher, and the library staff; the course registration or examination costs (inmate's responsibility); and any special equipment, such as tables, chairs, or study lamps.

Learner's Advisory Service

Walter W. was in the county jail for several months. Books were provided to the jail by the county library, but Walter wanted more than simply to read. He wanted to use his time to learn about being a radio announcer. He knew that his diction and pronunciation needed to be improved. Librarians brought Walter information about his chosen field. They even located a radio announcer in the city who had developed the appropriate "announcing" voice. Since Walter could not meet with him, librarians arranged to have the announcer make a tape, giving Walter hints on the business and tips on improving his speech. The tape was carried to the jail and Walter practiced extensively with it.

The Learner's Advisory Service began as a pilot program in a number of public libraries across the country. Librarians act as in-depth learners' advisers who help users with almost anything they want to learn. Learning projects can and do include such diverse subjects as car repair, GED preparation, and developing new job skills. Librarians work over an extended period with the learners, helping them identify materials (sequentially when necessary), experts in the field, and classes in the community that might benefit them.

In a jail setting, such service could be limited, since inmates might be unable to meet with individuals or participate in community activities. You can try providing audio tapes or video cassettes of speakers or meetings if you have the necessary equipment in the jail. If this is not possible, give the inmate a list of all identified community resources in the particular area of interest, and provide a personal follow-up later. The closer this is to release time, the more useful it is likely to be.

How to Get Started. If you want to learn more about the Learner's Advisory Service, write to the Public Library Association, Alternative Education Programs Section, 50 East Huron Street, Chicago, Illinois, 60611. Obtain the *Learner's Advisory Service Training Workshops* (6 guides; 1977) from Southwestern Library Association, P.O. Box 23713, TWU Station, Denton, Texas 76204.

Trained library staff time is required to:

1. Interview learners for the purpose of clarifying their goals
2. Identify and compile materials
3. Identify and contact resource persons and groups
4. Deliver materials and obtain feedback on their usefulness.

If possible, make arrangements with the library administrator to utilize additional library staff members to do the "legwork" on learning projects, leaving the regular jail librarian free to interview users and deliver materials.

Jail staff time may be required to maintain security. If your jail requires that a staff person be present any time the librarian is with an inmate, jail staff time will be required. In this situation, the longer the librarian spends with individual prisoners, the more jail staff time will be required. If inmates have to leave their tanks, jail staff time will also be necessary.

Materials. Most of the materials you will need will already be in standard library collections. Some subjects that you may find requested more than others include: all kinds of career information, hobby and craft how-to books, self-help and self-awareness materials, and reentry and coping information.

Any added materials you feel that you need to purchase will be generally useful in the community. Pamphlets from groups or organizations are also helpful.

Costs of Implementing the Program. Costs should include library staff

time in training, setting up, interviewing, and researching; possible additional jail staff time; and possible added materials' cost.

College-Level Examination Program

Carol B. is a bright girl of 18. She was about to begin college when she was convicted on a drug charge. Carol will probably spend six to nine months in the county jail. The jail chaplain and librarian are working together to see if they can help Carol get started on her college program.

The College-Level Examination Program (CLEP) is sponsored by the College Board (Box 1822, Princeton, New Jersey 08541). It offers people the opportunity to obtain college credit through 90-minute objective examinations. It is not necessary to be in college or to have ever been in college to take the exams. There are two kinds of examinations: (1) general examinations, which include basic liberal arts subjects—English composition, the humanities, history, mathematics, the natural sciences, and social sciences; and (2) special subject examinations.

How to Get Started. The CLEP tests are administered during the third week of the month throughout the year at colleges and universities. Special arrangements will have to be made for inmates in your jail to take any of the tests. The jail administrator should contact the nearest office of the College Board and request special scheduling. If the request is approved, the College Board will want some assurance that the test or tests will remain secure and that they will be administered by someone with test administration experience.

Before any of the CLEP exams are scheduled, check to be sure that the college or university the inmate plans to attend will accept CLEP scores (this information, as well as a list of available tests, testing locations, and costs, is available by writing the College Board).

Staff. Someone will be required to administer any tests, and the College Board will have criteria for the selection of that person. Try to get a local college to handle this.

Materials. The purpose of the exams is to give credit for knowledge already acquired, so studying should not be necessary. However, just as there are GED study guides, there are also CLEP study guides. Major producers of these guides are Arco, National Learning Corporation, and Monarch Press. Check your collection or *Books in Print* to locate the ones you need. The greatest value of these guides is that they give the user practice in answering the kinds of questions found on the test.

Space. A space other than the inmate's cell needs to be available for the test administration.

Scheduling. Scheduling for test taking will have to be worked out cooperatively with the College Board and the jail administration.

Costs of Implementing the Program. The test fee is payable by the examinee. There is also a special administration fee. Cost may also include the purchase of one or more CLEP study guides.

Correspondence Courses

Isaac M. is a college sophomore. His college work is going to be delayed some, since he's in jail. He wonders whether there is any way he can take a course in jail.

Many colleges, universities, and specialty schools offer instruction by correspondence. Putting inmates in touch with correspondence courses is a relatively easy service for jails and libraries to provide.

How to Get Started. You probably know of institutions in your area that provide correspondence courses. Contact them for information on courses, course requirements, and costs. Additional sources of information on correspondence courses are listed below.

Fleming, Alice M. *Complete Guide to the Accredited Correspondence Schools.* Garden City, N.Y.: Doubleday, 1964.

Jensen, J. O. *College by Mail.* New York: Arco, 1972.

Martin, Kevin, and Pelton, Robert. *How to Go to High School or College by Mail.* New York: F. Fell, 1969.

National University Extension Association. *Guide to Independent Study through Correspondence Institutions,* 1980–82 ed. Washington, D.C.: NUEA, 1980.

Pugni, J. L. *Adult Education through Home Study.* New York: Arco, 1965.

Costs of Implementing the Program. Costs for correspondence courses vary. The course costs will be paid by the prisoner, but the library may wish to purchase additional reference materials. Texts and supplementary materials will be provided either by the library or the inmate.

Reentry Classes or Seminars

Andy V. is scared. He's due to be paroled soon and is already looking for a job. He knows he's skilled and a good worker, but he doesn't know how to handle his "record"—whether to tell or not.

There are all kinds of special information that may assist the inmate's

successful reentry into the outside world. In many cases the inmate's family may also benefit from this type of information. Providing basic reentry programs is a natural extension of basic library service.

How to Get Started. To some extent, the jail may already be providing reentry services; the library then becomes a partner. In fact, there will probably be lots of "partners" in planning reentry classes, because the expertise of a number of different groups is needed.

1. Consult the Prisoner's Services unit of your jail, if it has one. They will be able to tell you exactly how you can help. Also talk to local parole officers to find out what services they provide and what they need.
2. If reentry services do not exist, find out what inmates need. One way to do this is to administer the needs assessment described earlier. Some more common needs may be finding and keeping a job, getting a place to live, and knowing about community agencies, especially those that will help ex-offenders.
3. Decide how you are going to make this service available. There are several methods:
   a) Provide materials. Have information packets put together that respond to the major needs (health, job information, legal information, and community resources). Include a Community Service Directory if your community has one. Persons in your area or state may be able to help you with this, since many of them are also beginning reentry programs. As you contact community agencies, try to identify services and materials that would help the inmate's family as well, and make up family packets. Packets will probably contain some combination of pamphlets and brochures from the community, appropriate U.S. government publications, and a list of other relevant materials and services.
   b) Have regularly scheduled seminars or classes on topics identified by inmates as being of key importance. These classes would be conducted by people from appropriate agencies in the community. Materials, especially those relevant to the local situation, would be provided as part of these seminars. Presenting survival information in a group situation that allows for discussion and interaction is especially beneficial. This will help inmates develop a more positive self-concept, as well as the problem-solving and interpersonal relations skills so critical to survival.
   c) Look for resource people from the community willing to prepare a packet on a specific topic and counsel individual inmates on that topic prior to release.

Materials. Use the needs assessment as a guide to topics on which you will want information. In addition,

1. Identify books and magazines in your library collection relevant to selected needs.
2. Contact appropriate agencies in your community where useful information might be obtained. If you do not have a file of community agency contacts, this is a good time to start one.
3. Write to: The United States Government Printing Office
   Public Documents Department
   Washington, D.C. 20402
   Ask to be put on their mailing list. This will keep you informed of all new free and inexpensive publications published by the government.
4. Provide other frequently requested materials, including parole and probation information, phone books, and veterans' benefits information.

Costs of Implementing the Program. To implement this program, costs may include possible purchase of inexpensive supplementary materials or instructional materials; additional library staff time required in identifying needs, locating materials, contacting community agencies and resource people, and actually planning programs; possible reimbursements of speakers' expenses, including reproduction of materials if required; and additional jail staff time, if making presentations.

Programs on Topics of Special Interest

"Hey, man, you know any way to talk to one of these lawyer fellas without laying out all the cash?"

"Wish I did, man. Their fancy books don't mean beans to me."

"You figure maybe that librarian could get one of them to come talk?"

Security is likely to be your biggest consideration in doing any special programs. In the beginning, most jails probably will not be able to handle the mechanics of providing space and security for library programs. Unless you already have a separate library, you will need additional time from the jail staff to move inmates to a central place and guard them, if that is your jail's policy. If security regulations can be satisfied and if there is a space you can use even occasionally, you will be ready to begin. Costs are negligible, and it's rarely hard to find an interesting topic to present.

How to Get Started. Use the appropriate section of the needs assessment that inmates filled out (see needs assessment section) to find out what kinds of programs they would be most interested in. If your public library has a coordinator of adult and young adult services or of library programs, that person's expertise will be very useful.

Planning for Film Programs. Most public libraries will have some type of access to a film collection, either through a regional library system or the state library. You can also choose free or inexpensive (rental) films. Ask your state library for sources of these films. Evaluate free or low-rent films carefully before you plan programs. Too often, they are put out as advertising and are of limited interest. Sources of information about available films are:

Feature Films on 8mm, 16mm and Videotape, by James Limbacher (Bowker, 1979). It includes both rental and purchase sources.
Educational Film Locator (Bowker, 1978). This is a list of rental films available from university film libraries.

Planning General Interest Programs. There are a number of subjects besides survival skills in which prisoners will be interested—the occult, ESP, astrology, handwriting analysis, travel, sports, hunting and fishing, and popular music. Again, in planning these, make use of community volunteers and other library and jail staff. (Other staff also make great volunteers.) Be sure that jail staff are invited to attend.

Planning Book Discussion Groups. People like to talk about books that they have enjoyed reading. This interest can make a good program. There are a number of different ways to handle a book discussion group.

1. Groups often get off to a successful start with a discussion leader. This person acts as a facilitator, not an authority figure. Although the discussion leader can be a librarian or other outside person, it might be more meaningful to inmates if the leader were an inmate or ex-inmate.
2. Book discussions are not like high school book reports, where literary style is examined. Books should be discussed in terms of the impact of the story situation and of the characters.
3. Begin with a short, easy-to-read title that is likely to have relevance to at least some of the inmates. It helps if you can select titles that you have or can get multiple copies of.

Legal Referral Service

Carla S. has been found guilty of burglary. She is appealing her case. She does not feel that her court-appointed attorney is representing her best interests.

The previous chapter on materials selection described the court cases *Younger* v. *Gilmore* and *Bounds* v. *Smith)* that directed that inmates have adequate access to the courts and to legal assistance. Your jail may be struggling right now with how to provide this access.

The cost of establishing and maintaining an adequate collection of legal materials is prohibitive. Unless an outside funding source is available (for example, a federal grant or a local bar association donation), many jails will find that they have to provide legal assistance through some means other than a law library. Jails that are able to provide a good legal collection have the heavy responsibility of providing adequate assistance in using it. It is not enough to simply make materials available. It is not enough to depend on untrained "jailhouse lawyers." If you do not feel uncomfortable at the prospect of being the "law librarian," you should. Legal reference is a specialized skill. There is a fine, but critically important, line between "reference" and "advice." As uncomfortable as you may be about providing legal reference services, if your jail has a legal collection, at least part of that responsibility is going to fall on you. So what can you do?

1. Obtain a copy of *Providing Legal Service for Prisoners: A Tool for Correctional Administrators* (1977). This publication is printed and distributed by the American Correctional Association (4321 Hartwick Road, Suite L-208, College Park, Maryland 20740). Besides suggesting basic materials, it lists law libraries that will provide basic reference and duplicating services for prisoners. There may be such a library near you. Problems with this type of arrangement are that money usually has to be collected from inmates to pay for duplicating costs, and in many cases the inmate needs to be able to specify exactly what needs to be duplicated.

2. Get some training in basic reference work with legal materials. Contact a nearby law school or library school to see whether either of them can help you out with a quick overview of how to use materials. If these are not possibilities, a local law firm may have a research staff person who could provide the same service. Commercial publishers may also be able to help you out, particularly if you purchase legal materials from them. West Publishing Company, for example, has a week-long training program that introduces legal materials and trains people in how to use them. It is designed so that the trainee can go back and train others. Whatever kind of training you arrange, try to have several people involved—yourself, someone from the jail staff, and perhaps some inmates. Then be sure that all of you share what you know with others.

3. Offer law school students some "real-life experience" as volunteers in your law library. (Again, the service is reference, not advice.)

If your jail does not have a legal materials collection, you are very limited in what you can, or should, do.

1. You may want to act as a liaison in duplicating materials in existing law libraries in response to inmates' specific requests.
2. The jail may want to contact groups or individuals for help on a limited basis. These include a law school, the Legal Aid Society, the American Bar Association's Young Lawyers, the local bar association, and the American Civil Liberties Union.

There are no easy answers to providing "adequate access to the courts

and legal assistance." Because this is a fairly recent requirement, and because most jails work with limited resources, it is going to take some time to achieve "adequacy." The best things you can do are: (1) provide only legal materials that you know are current; (2) take on only what you can handle well; (3) refer, do not advise; and (4) get training, to familiarize yourself with materials.

Information and Referral

"Is there anybody out there who gives special help to ex-offenders?"
"Where can I get training to be a welder without having to pay?"
"I was born in San Francisco and need a copy of my birth certificate. How can I get one?"

Inmates will perceive the library service as one of their information connections to the world outside. To whatever extent possible, the library needs to try to fulfill this role.

An information and referral service involves knowing or finding out where to go for any kind of assistance or information. It is not an easy service to initiate. Fortunately, you probably will not have to.

If your library already has a prisoner services unit or social services staff, information and referral may already be provided. The librarian again takes on the role of partner and should work cooperatively with the jail staff in expanding and improving the service. If there is not such a staff or such a service, you will want to begin on a limited basis. Since the inmates' most immediate needs are going to deal with reentry and coping skills, why not match your initial service to this need?

Check with your United Fund to see whether there is a Community Services Directory; this is a great beginning resource. Add to it as you make your own contacts in the community and as the community changes. You may find that other agencies already provide information and referral (possibly the Legal Aid Society, the United Way, a community center, or a church). You may become the liaison between such a group and the inmates. A card file of community agencies, the services they provide, and contact people within each is a good idea. The more complete it is, the better your referral service will be. For information on setting up an information and referral service, see:

Community Information in Libraries, by Dorothy Turick (Bowker, 1977)
A Journal of an Information Referral Service (Tulsa City-County Library, 1977).

The librarian who provides the library service will be able to take information requests and distribute information. Help may be needed if demands

become heavy, and another staff person in the library may then assist in obtaining information.

Materials. Forms, fliers, and brochures put out by various community services and organizations will be the most requested materials. A directory of community agencies is invaluable, if one already exists. If one does not exist, gather information to start one.

Costs. The costs of the limited service described above are negligible.

Staff Development

Question your jail staff about ways that you can help them on the job. A major interest is usually in preparing for promotional exams. You can easily provide study materials for this. In addition, there may be special topics for which you can arrange presentations—for example, "Time Management" and "More Effective Communication." Work with the employee development or staff training division of your city or county as well as the jail training officer in assisting with such training programs. Your library reference staff and interlibrary loan service will also be of great service to you in working with training programs.

Planning Your Services

Dale Sechrest, director of the Correctional Standards Programs, American Correctional Association, gives this advice:

> Begin in the "soft" areas or with minimal custody inmates, to develop programs. This will lead to confidence from security staff and allow for program expansion. *Do not try to take on the whole place the first day.* This is especially true with volunteers. Introduce them slowly and carefully. One mistake can mean the program.[1]

Use the "Planning Services" worksheet on page 71 to help you plan your own service objectives.

Planning Services

Worksheet

You will choose the service areas to begin with. To do so, refer to inmate needs, list the types of materials you will provide, identify the services you wish to provide, indicate your delivery mode, and list community contacts.

1. What are the five greatest needs of your population?

_____

_____

_____

_____

_____

2. What types of materials will you concentrate on? Begin with the most important.

_____ _____

_____ _____

_____ _____

3. List and rank the services you wish to provide.

_____ _____

_____ _____

_____ _____

4. What is your delivery mode?

_____

_____

5. List contact persons or agencies.

_____ _____

_____ _____

_____ _____

_____ _____

8.
Community Support and the Jail Library

Developing Support

The jail is a part of the community, and inmates are members of that community. Therefore, it makes sense to include the community in the promotion and implementation of jail library service. Community support benefits you and the jail administrator in that it backs your efforts to provide a service that is recognized and respected by local citizens, politicians, religious groups, agencies, and organizations. Without this support, your ability to serve is limited, no matter what program you are implementing. Before you start your service, you and the jail administrator will want to seek the input of the library board and the jail advisory council, if you have one.

Gaining community support for jail library service is not something you can expect to do overnight. The very concept of such a service may not be readily accepted and supported by everyone. Even though inmates are members of the community, a large portion of the community might not consider them as such. In addition, you will find portions of the community who have many fears of and about persons residing in jails. Therefore, your first task will be to sell the idea of jail library service by making the community aware of the advantages. Do this by contacting people and organizations who support this idea. These initial contacts can help you reach others. Do not assume that people not directly involved will understand the needs and advantages of having jail library service. You must make the community aware of what you are doing, what you are facing, and what you want to do.

After the service is established, keep the library board and the jail advisory council posted on progress, setbacks, problems, and good news. Ask these two groups to help you speak at meetings of local organizations and have them introduce you to people who would be good contacts in promoting jail library service. Let these board members help you establish your initial base of support within the community.

A good place to get support is the Friends of the Library group, if you have one. Your "Friends" will probably have ideas on publicity, getting more

materials, and expanding services. Better yet, involve your group in acting on them.

Speak to local groups. Keep a list of the organizations you have spoken to, along with a contact person for each. Remember to tailor your talk to your audience; know what you want to say and what type of support you are seeking from the group. If you are asking for donations for the jail library, make sure you stress, diplomatically, the need for current materials. Let them know that you need good donations in order to provide quality service. Always stress the advantages for the community in having quality jail library service. The "Community Contacts" worksheet on page 75 shows one way of recording your contacts with the community.

You will want to consider speaking to:

- Local libraries
- Religious groups
- Chamber of Commerce
- Lions
- Rotary
- Kiwanis
- Jaycees
- Elks
- Volunteers of America
- American Legion
- National Alliance of Businessmen
- Salvation Army
- County Commissioners
- Mayor and City Council
- Junior League and other women's groups
- Library schools
- Volunteer organizations
- Student body organizations (high schools, community colleges, universities)
- Ethnic community groups (e.g., Urban League, NAACP)
- Social fraternities and sororities (e.g., Kappa Alpha Psi, Alpha Phi Alpha)

There are only suggestions. Check in your community for names of specific organizations and individuals you should contact.

Friends of the Jail Library. As you work with your Friends group and gain community support, you may find that a Friends of the Jail Library is emerging. You may want to help the group become formally organized. Composed of citizens from the community interested in the success of jail library service, this group might include ex-inmates, families of inmates, community leaders, and local politicians. This Friends group can also help you organize and/or sponsor the different activities necessary for the maintenance of the

Community Contacts

Worksheet

Below is a chart on which you can keep a record of the contacts you have made and the type of support you are seeking. An example is given for each.

Clubs/ Organizations Name	*Date of Contact*	*Contact Person*	*Phone*	*Support Requested*	*Feedback*	*Acknowledgment*
Kiwanis	6/10/79--Spoke at their noon meeting	Marvin Eastland	326-5840	To donate books/ magazines for annual book drive	Each member committed to donating at least two books	Sent form letter no. 63a thanking group for interest

Individuals Name	*Date of Contact*	*Affiliation*	*Phone*	*Support Requested*	*Feedback*	*Acknowledgment*
Elizabeth Crov	9/23/79	Attorney	328-9075	Join Friends of Jail Library	Will let us know	Wrote follow-up letter enumerating goals

jail library. It becomes another source of contacts and support systems within the community.

The organization of such a group should come from the group itself. However, as you speak to local organizations and make contact with citizens, you will want to direct individuals to your Friends group.

Media. You and the jail administrator may want to consider the news media as another way of gaining support and making the community aware of the jail library and its projects.

Newspaper: A feature article in the local newspaper is an excellent way to promote the goals and objectives of the jail library. A reporter can interview the jail librarian and describe the efforts being made to initiate service or get support for a fund-raising activity. The article should always include what the inmate and jail administrator have to say about the jail library, as well as how the service is benefiting inmates, using specific examples.

Radio: If your community has a local radio station, this too can become a good way to publicize jail library projects. If you must write the announcement, remember that it should be brief and to the point. The information includes who, what, when, where, and why, and the important details. The following is a sample public service announcement.

Public Service Announcement for Radio

From: The Harper County Jail Library
W. Whittaker, Jail Administrator
William Mount, Librarian

For: Jail Library Week
September 12–19

This is Jail Library Week for the Harper County Jail Library. Since August of last year, the Harper County Library and Harper County Jail have worked together in providing books and magazines to inmates. This has proved to be a service that is needed and of benefit to all involved. Join in supporting the jail library and help the jail library to grow and expand its services. For further information on what you can do, call 345-6098.

Local Television Programs: If you live in an area that has its own television station, it probably has a talk show to publicize projects or events of interest to the community. Appearing on one of these shows and talking about a special project in connection with jail library service, or promoting jail library service in general, is another good way to create awareness and support. Again, this approach, as with the others described, keeps the community informed and aware.

Other Sources. Advertise with posters and fliers and place them in local

stores, laundromats, and neighborhood centers. Get to know the people in the places where you have your advertisements. This is another strong way of making contacts with the community and getting citizens involved in supporting the jail library service.

What Else Can You Do? Once you have established a line of communication from the jail to the community, you can initiate projects and programs that allow the jail library to grow in strength and services. Lay the groundwork carefully and the community will respond and support your service to inmates, jail staff, and the community as a whole.

Resources. Some good ideas can be found in

Hustling; or, Getting What You Got to Get before Your Critics Get What Little You Got (CONtact, Inc., Box 81826, Lincoln, Nebraska 68501)

How to Do It, a practical guide to public relations for corrections facilities CONtact, Inc.).

Think It Over. Not every jail librarian will have access to all the sources we have mentioned; not every town has a radio or a television station. But in each town or community, there are strong sources to which you can turn. Think for a minute. Who are those sources in your community?

_____

_____

_____

_____

Plan of Action. In deciding how to promote jail library service, it helps if you can decide on the strategies you want to use. You can do this by drawing up a plan of action which is simply an outline of the steps you need to take in order to develop community support. Think about your situation and your community. What is the plan of action you would use in seeking community support and involvement. List the first steps you would take.

1.

2.

3.

4.

5.

Making It Work. The following are some situations often encountered by

jail librarians. Read each one and then write how you would suggest handling them. Suggestions are included below.

Situation 1: The librarian of the Paris City Jail can contact the library zines to inmates for several years. The program is so successful that the sheriff has asked the librarian to use a storeroom in the jail as a library. The room, however, needs some work before it can be used. But neither the jail nor the library has money in its budget for the project.

How can community support help in making the storeroom into a library?

Your suggestions:

_____

_____

_____

_____

_____

Situation 2: Two librarians in a small rural town want to bring books to inmates in the local jail. The jail administrator has asked to let the librarian come into the jail two times a week with a book truck. The problem, however, is that the local library says it cannot provide the books.

How can the community help the librarians get materials to the inmates?

Your suggestions:

_____

_____

_____

_____

_____

Suggestions.

Situation 1: The librarian of the Paris City Jail can contact the library board and the jail advisory board for ideas on ways to raise money for the storeroom library. If the Paris City Jail has a Friends of the Jail Library group, it can sponsor the fund-raising activities decided upon. The librarian cannot do the work alone, but must enlist as much organized help as possible from the beginning to ensure that the fund-raising efforts will be a success. In addition, the librarian can, with permission from the sheriff, speak directly to service groups and ask for specific things needed, such as furniture or money for paint. The librarian and sheriff should work together on making contacts and on getting publicity in the local newspaper and posters put up in stores and neighborhoods.

Situation 2: The librarians need to make the community aware of the need for library services on the inside. They can ask the local newspaper to

write an article on their efforts to bring library service inside and approach local organizations in asking for books and magazines. The librarians should, however, make sure donations are current, relevant, and in readable condition. If possible, they should organize a group of citizens interested in the cause and enlist their help in getting materials for inmates.

9. Funding for Jail Library Service

In the last ten years, funds for jail library service have increased.[1] The reasons include: court rulings recognizing the right of inmates to have jail library service; standards requiring library services in jails; and a growing interest on the part of jails and public libraries. In seeking funds, jail administrators and librarians can approach both the corrections and the library fields, in addition to sources available at the local, state, and national levels.

This chapter suggests some of the possible funding sources for libraries and jails locally, statewide, and nationally. The suggestions include major sources from public and private sectors, to give you an idea of where to begin looking. As you read, think about your community and your state. Decide which suggestions seem particularly strong leads for you.

Who Funds What?

Locally. Getting support in terms of money and/or donations locally goes hand in hand with making the community aware of the need for jail library service. As previously stated, libraries are charged with the responsibility of serving all citizens in the community, so it makes sense to investigate what monies are available from the public library system first. In many cases it is the public library that provides the books and the professional librarian. This arrangement relieves the jail administrator financially and at the same time provides a paid professional for the job. When this is not possible—when library funds are not adequate and additional monies are necessary—the next step is to find other support within the community.

Because public libraries and jails are organized under the umbrella of city and/or county governments, one source is through the city council or county commissioners (in some states referred to as general county funds). In Oregon, Oklahoma, Texas, and Wisconsin (to name a few), funds have been awarded to help libraries and jails implement services. If you do seek monies from these sources, check city and county budget headings to deter-

mine which category is appropriate for a jail library service proposal (i.e., staff development, recreational programs, or education programs).

In some cases, the jail administrator may prefer to use jail funds for books and/or paid staff. This is often the case in larger city and county jails. For example, the Dallas County Jail funds an educational library, a law library, and a recreational library in each of its three locations. The Dallas County Jail system is, of course, very large. In the case of smaller jails, funds for library service are often scarce.

Investigate possible sources within the social and professional structure of the community. Contact community and service groups, junior colleges, school groups, Friends of the Jail Library, and volunteer and religious groups that provide services similar in nature to those you are proposing. These groups become not only a source for funds, but also a strong source for volunteers. On the "Community Resources" worksheet on page 81, you will find general headings for the different community groups that can help you. As you begin looking for money, come back to the chart and fill it in with local names.

Know your community and you will have a better chance of receiving support. Know its political and social structure. Before you can expect the general public to reward your efforts, they must first support the idea of jail library service. (See community support chapter.) And in publicity in newspapers or in talking to groups about jail library needs, mention that cash donations are always welcome and that they are tax deductible.

Statewide. Often the state library agency funds special projects, including projects for jail library service. Even if your state library agency does not have an institutional consultant, you can still receive valuable information from the state library on those funds you can apply for, as well as the programs that have been funded in your state for jail library service.

At the state level, there are several corrections agencies you can contact for information on funding possibilities. Some of these are the state criminal justice division, state law enforcement commission, and state department of corrections. Check each source so you know exactly what type of project they will fund and how you go about applying. State and local councils on the humanities are other excellent resources. They have money and will fund projects of this nature in jails.

A source which has provided monies for jail library service since 1968 is the Law Enforcement Assistance Administration (LEAA). It is authorized to make grants for the prevention, reduction, and control of crime. Grants have been awarded for both juvenile and adult library projects. At the time of this writing, however, LEAA is not a realistic option because of the substantial reduction of its funds. Check with your state criminal justice division, which administers LEAA, to find out what funds, if any, are available through LEAA in your state. The national office for LEAA is at 633 Indiana Avenue, N.W., Washington, D.C. 20531.

In addition, the Elementary and Secondary School Act in some states appropriates funds for use in juvenile institutions and for educational mate-

Community Resources Worksheet

Service Groups	*Volunteer Groups*	*Religious Groups*	*Junior Colleges*	*School Groups*

rials in adult facilities. Check with your state education agency or local state representative to see whether there are monies available. Remember, legislators in Congress are there to represent you and your interests. Call or write their offices for information concerning state and national funding sources.

At the National Level. Jail administrators and librarians have several good sources for funding at the national level. One is the Library Services and Construction Act. LSCA funds are available for library personnel, equipment, materials, workshops, and training. Contact your state library for more information on what funds are currently available or will be for jail library service. Also find out what programs were started as a result of LSCA funds.

Other sources worth investigation at the national level are through the U.S. Department of Education Basic Skills Program and Adult Basic Education funds. These two funding sources provide project grants to stimulate institutions and governmental agencies to develop and improve education. For more information, contact the U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202, and your state education agency.

Other federal monies that can be used come from the General Revenue Sharing Act. Under this act, state and local governments receive money from the federal government with few restrictions on how the money is spent. Approximately one-third of the funds go to the states, with the remaining two-thirds going to local governments. Contact the offices of the county commissioner, city manager, and mayor for information on what funds are available for jail library projects.

NOTE: All state and federal fund applications should be made as a coordinated effort between the jail and the library. The library has a better chance of receiving funds if it applies jointly with the jail. State and federal sources would rather see public agencies (library and jail) working together to provide a service beneficial to both.

Private Sources. Besides seeking support from public agencies and institutions, you can also apply for money from private foundations. And as public funds become more scarce, private funding becomes an even stronger option.

In the United States, five types of foundations award funds: general purpose, special purpose, company sponsored, community, and family. In order to find out which foundations fund jail library projects or projects similar in nature, check in the *Foundation Directory*, published by the Foundation Center (888 Seventh Avenue, New York, N.Y. 10019). The directory lists, by state, the names, addresses, purposes, activities, and financial data of the foundations. Check for your nearest regional depository of Foundation Center information at either a public or academic library.

Before You Write

Before you write the proposal, there are several steps anyone applying for money, public or private, must perform.

1. Develop an idea; brainstorm with as many people as possible.

2. Evaluate the idea in terms of need, feasibility, and fundability.
3. Get information about federal, state, and local funding agencies, foundations, corporations, and professional organizations that fund projects such as the one you are proposing.
4. Select the funding sources and contact them directly for information about their guidelines for funding.

Then, write the proposal according to their guidelines.

About Proposals

Remember that proposals or grant applications must go through several channels, beginning with the library system and/or the jail administration. In addition, once the grant application is submitted, you must wait anywhere from two to six months to hear whether or not your proposal has been funded. Furthermore, the competition for funds from either the private or public source is high, which means that grant applicants must:

Know funding sources (i.e., what programs/projects the private or public sources are likely to fund)
Be aware of the funding sources' deadlines for proposals
Analyze annual reports and know how much money is usually awarded for projects similar to yours
Talk with members of funding sources' staff and others who have received money from them
Be prepared to put in writing how your program will meet the goals of the source you have chosen.

One problem with grant money is that most sources fund projects for one year, sometimes two. Grants are a way to establish a service or make specific improvements, but grant funding cannot be considered a source of continuing support. Therefore, plan for the program when grant funds run out. Too many times, good programs cease because sources run out and grantees have not located other monies.

The following materials may be helpful in locating and applying for funds.

Government

Catalog of Federal Domestic Assistance. Washington, D.C.: Office of Management and Budget, Executive Office of the President, 1979. (Comes out every six months.)

Stalking the Large Green Grant: A Fund Raising Manual for Youth Serving Agencies. Washington, D.C.: National Youth Alternatives Project, 1976.

Urgo, Louis. *A Manual for Obtaining Government Grants.* Boston, 1971.

U.S. Government Organization Manual. Washington, D.C.: Government Printing Office, 1980. (Annual.)

Corporations and Foundations

Dermer, Joseph, ed. *How to Get Your Fair Share of Foundation Grants.* New York: Public Service Materials Center, 1973.

Ecclesine, Joseph, ed. *KRC Handbook of Fund Raising Strategy and Tactics.* Mamaroneck, New York: KRC Books, 1972.

Hill, William J. *A Comprehensive Guide to Successful Grantsmanship.* Littleton, Colorado: Grant Development Institute, 1972.

McIntyre, Michael. *How to Write a Proposal.* Washington, D.C.: Education Training and Research Services Corporation, 1971.

Mirlan, Howard R. *Complete Fund Raising Guide.* New York: Public Service Materials Center, 1972.

Seymour, Harold James. *Designs for Fund Raising: Principles, Patterns, and Techniques.* New York: McGraw-Hill Book Company, 1966.

Sheldon, Brooke. *A Proposal Writing Primer.* Southwestern Library Association, 1977. (Geared to writing library proposals.)

10.
Evaluating Your Program

You have now read about the steps necessary to set up a jail program, the factors to consider, the options to choose from, and some strategies to take. When you are ready to implement a program, you will have all the information you need to determine the objectives that are appropriate to your situation.

If you are still unsure about how to write objectives, refer to the chapter on setting up your program. How many objectives you have is not important; whether you accomplish your stated purposes is. The only way to know whether your objectives have been met is through evaluation of your program. There are several criteria you can use to evaluate.

Observation—Simple observation can indicate the success of some objectives. Delivering material on a book cart, administering a needs assessment, and receiving community donations of materials are all observable indications that objectives are being met.

Statistics—Statistics provide useful evaluative data. Some statistics you will want to keep are:

1. Number of inmates served out of total inmate population
2. Demographics on type of inmate served, such as age, sex, ethnicity, and educational level
3. Number and type of materials checked out
4. Number of materials returned
5. Number of staff served and the types of materials used.

Statistics will show whether library usage increased between implementation and evaluation of the program.

Personal feedback—You can ask inmates and jail staff to evaluate the library program. This may be done in written form or orally. Some of the questions you may want to ask are:

1. How often do you get a chance to use the library services? Is it often enough?
2. Does the librarian show an interest in providing the kinds of materials and programs you request? Explain.
3. Are you receiving the materials you requested?
4. Do the jail staff cooperate in letting you use the library?
5. To the jail staff: Have you seen any change or improvement in inmates' behavior since library service was provided? Do you think library service has helped to improve conditions?
6. To both: Are there problems or changes that should be made?

Improvements or expansion of the program—Have you received any new funding since the beginning of your program that has enabled you to hire new staff or buy more materials? Has community support increased so that you have volunteers to help and a lot of good materials to share with inmates? Any improvement or expansion of your program since it was first implemented should be documented.

In the chapter on setting up your program, it was suggested that you evaluate after a six-month period. Six months is an arbitrary time limit; it could be a longer or shorter period—whatever your planning committee decides. Six months was suggested because it gives you time to get your program operating, collect some statistics, and seek out new funding and community support.

Once you have collected your evaluative data, what do you do with it?

1. Compile the results and submit a written and, if possible, an oral report to the library and jail administrators. This information will help to convince them of the success and continued need for your program. It may also be invaluable in justifying increased requests from library or jail budgets, as well as in grant proposal requests.
2. Use the data to strengthen presentations to community groups. You can quote the results of your evaluation in discussing the need for continued community support.
3. Analyze the data yourself. Take a good look at your program. Then, any weaknesses can be strengthened, new sources of funding or support can be implemented, and expansion of the program can be made where it is needed.
4. Share some of the results with the inmates and jail staff. Let them know how their personal feedback has affected the program and any changes that will be made as a result.

The worksheet "Program Evaluation" on page 87 will be helpful to you in writing the objectives of your program and in planning your evaluation techniques. Remember that your objectives need to be specific and easy to evaluate.

Program Evaluation

Worksheet

An example of how to use the worksheet is included.

Program Objectives	*Evaluation Techniques*	*Statistics and/or Documentation Needed*
1. To write and administer a needs assessment to the inmates and staff	Observation Statistics	Needs assessment; number of inmates and staff it was administered to; number of needs assessments returned

You have an advantage over others who have started a jail library program—you have this guide. But even the most detailed guide does not guarantee that every program will work. If you are unable to get a program started, or if it turns out to be less successful than you had hoped—do not blame yourself. Personalities, change of administration, or other unique circumstances may combine to make a jail library program unworkable.

Chances of success, though, are high. This guide has combined the ideas and strategies of successful programs across the country. Use the suggestions as they are, change them, or adapt them. Whether the jail you are serving has an inmate population of five or five hundred, you can use this guide in helping you plan.

Appendixes

APPENDIX A

Some National Resources

American Bar Association
1800 M Street, N.W.
Washington, D.C. 20036

American Civil Liberties Union
22 East 40th
New York, N.Y. 10016

American Medical Association
Jail Project
535 Dearborn Street
Chicago, Ill. 60610

CONtact, Inc.
P. O. Box 81826
Lincoln, Nebr. 68501

COSMEP Prison Project Newsletter
c/o Greenfield Review
Greenfield Center, N.Y. 12833

Department of Education
7th and D Streets, S.W.
Washington, D.C. 20202

The Fortune Society
229 Park Avenue South
New York, N.Y. 10003

National Alliance of Businessmen
Exoffender Program
1730 K Street, N.W., Suite 558
Washington, D.C. 20006

National Coalition for Jail
Reform
1730 Rhode Island Avenue, N.W.
Suite 502
Washington, D.C. 20036

National Council on Crime and
Delinquency
Continental Plaza
411 Hackensack Avenue
Hackensack, N.J. 07601

National Criminal Justice
Reference Service
Box 6000
Rockville, Md. 20850

National Endowment for the Arts
1564 Broadway
New York, N.Y. 10036

National Endowment for the
Humanities
1652 F Street, N.E.
Washington, D.C. 20002

National Institute of
Corrections
320 First Street, N.W.
Washington, D.C. 20534

National Prison Project
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

NIC Jail Center
P. O. Box 9130
Boulder, Colo. 80301

Offender Aid and Restoration
414 Fourth Street, N.E.
Charlottesville, Va. 22901

Prison Pen Pals
Box 1217
Cincinnati, Ohio 45202

APPENDIX B

Library Standards for Jails and Detention Facilities

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Terminology
The Standards

1. Library Services
2. Library Materials
3. Staff
4. Public Library Replication
5. Library Services to Staff
6. Physical Requirements
7. Large Jails

Tables of Minimum Requirements
(Collection, Space, Staffing)

Foreword

Prior to the establishment of the Health and Rehabilitative Library Service Division's (HRLSD; now the Association of Specialized and Cooperative Library Agencies) Library Service to Prisoners Section (LSPS), the Social Responsibilities Round Table (SRRT) Task Force on Library Service to Prisoners initiated discussion of standards for service to prisoners of jails and local detention facilities. At the same time, the American Correctional Association (ACA) was formalizing a standard approach for prison administration certification. In 1976, the American Correctional Association/American Library Association Joint Committee on Institutional Libraries created a Joint Task Force on Jail Library Standards. The formulation of these standards required two years; and work was completed in June, 1977.

Initial drafts of the standards were based on standards from two states--Oregon and Illinois. Numerous versions were circulated to both librarians and correctional personnel during the developmental stages. The final product represents a consensus of a wide variety of people.

The document was approved by the American Correctional Association Institutional Libraries Committee on August 23, 1977. The standards were also approved by the Board of Directors of HRLSD on January 24, 1978, and this approval was confirmed by the Board of Directors of the Association of Specialized and Cooperative Library Agencies in 1980.

Since formulation of these library standards, the American Correctional Association has published a series of accreditation manuals. The *Manual of Standards for Adult Local Detention Facilities* (ACA, 1977) outlines three standards for library service, and refers to these library standards for supporting detail to expand the brief information in the ACA standards.

The following set of standards is one of three developed for library service in correctional institutions. The other two are *Library Standards for Juvenile Correctional Institutions* and *Library Standards for Adult Correctional Institutions*.

Acknowledgments

Many suggestions from throughout the United States were incorporated into these standards; therefore this document represents the thinking of numerous professionals concerned with library service to people in jails and local detention facilities.

Two states, Oregon and Illinois, had already developed basic guidelines and standards, and these documents provided the basis for the Task Force's work. We would also like to acknowledge the special contributions of:

Members of the American Correctional Association's Committee on Institutional Libraries,
State Institution Library Consultants,
Public Librarians serving jails and local detention facilities,
The National Jailer's Association
Jail and local detention facility administrators,
Officers of the American Correctional Association,
Officers of the Health and Rehabilitative Library Service Division of the American Library Association.

Ms. Susan B. Madden
Ms. Joan Ariel Stout
Mr. Robert Ensley
Mr. Herman V. Wood
Col. James C. Shoultz
Ms. Rhea Rubin, Chairperson, Joint Task Force on Jail Library Standards

Terminology

Audiovisual equipment. Any equipment needed to facilitate the use of nonprint library materials such as films, filmstrips, slides, recordings, etc.

Collection. The total accumulation of all library materials provided by the library for its patrons. Also called library resources, library holdings.

Detention facilities. "A local confinement institution for which the custodial authority is 48 hours or more; adults can be confined in such facilities pending adjudication and for sentences up to two years. (See *Jail*)" (*Manual of Standards for Adult Local Detention Facilities.* ACA, 1977)

Interlibrary loan. A cooperative arrangement among libraries by which one library may borrow material from another library thereby supplementing the library's resources by making materials available which it does not own.

Jail. "A confinement facility, usually operated by a local law enforcement agency, which holds persons detained pending adjudication and/or persons committed after adjudication for sentences of a year or less. Jails, while intended for the confinement of adults, sometimes hold juveniles as well. (See *Detention Facility*)" (*Manual of Standards for Adult Local Correctional Facilities*. ACA, 1977)

Librarian. A person with a Master's degree in library science from a library school accredited by the American Library Association. For additional information, see the "Library Education and Personnel Utilization" statement of American Library Association policy. (Available upon request from the Office for Library Personnel Resources, American Library Association, 50 East Huron Street, Chicago, IL 60611)

Library materials. The total bibliographic holdings or resources of the library, consisting of books, periodicals, pamphlets, records, tapes, filmstrips, slides, pictures, games, etc.

Library services. The total services rendered by the library to its users, including provision of information, reference, bibliographic aid, lending materials, reading guidance, etc.

Library system. (1) An organization based on a plan or procedure in which library units work together, sharing services and resources in a manner which results in improved services to library users. (2) A central library and all of its other service outlets, i.e., branches, deposit stations, bookmobiles.

Media. Printed and audiovisual forms of communication and any necessary equipment required to render them usable.

Network. A cooperative organization formed to provide services to members, generally including computer services and telecommunications.

Nonprint media. Collective term used to denote all materials other than those broadly defined as "print," e.g., audiovisual materials.

Public library. A library that serves free all residents of a given community, district, or region, and receives its financial support, in whole or in part, from public funds.

Realia. Objects such as coins, tools, etc., used to illustrate everyday living.

Standard. "That which is set up and established by authority as a rule of quantity, custom or general consent, as a model or example, criterion, test." (*Webster's New Collegiate Dictionary*)

Technical services. All activities concerned with obtaining, organizing, and processing library material for use.

Library Standards for Jails and Detention Facilities

The right to read and thus improve oneself through greater self-awareness, understanding of society and government, and vocational skills is extremely important for the jail resident. Just as important is the opportunity to have relief from boredom and a chance to reduce aggressiveness through recreational reading. Adequate jail library service must be able to meet all informational and leisure reading needs for the residents.

1. Library services, which include the location, acquisition, organization, utilization, retrieval, and delivery of materials in a variety of media, shall be available to the jail, in order to support and strengthen its programs by providing complete and integrated multimedia information services to both residents and staff.
   - 1.1. Library services shall make available to the jail the resources of local, system, state, and national library systems and networks.
   - 1.2. Library services shall be available to all staff and residents, including those with disciplinary status.
   - 1.3. There should be a written statement of objectives that make possible a well-conceived, comprehensive, long-range program of library development, consistent with the overall goals of the facility, adapted to the needs and aptitudes of the residents and staff, and designed to be modified as the program of the jail changes.
   - 1.4. There shall be written policies covering the library's day-to-day activities, and the coordination of these activities with those of other services of the facility, with the local public library, and with related activities in the community.
   - 1.5. The library shall maintain an atmosphere that recognizes the rights of the user to access to information and to personal use of library materials appropriate to his/her needs.
   - 1.6. Users of library service should participate in the planning and evaluation of library programs, by means such as inmate librarians and advisory committees appointed cooperatively by the professional librarian and the facility administrator. Due to the transient nature of the population, an ongoing selection and training program is necessary.
   - 1.7. Public libraries are responsible for providing library service to all persons living within their taxing areas, including residents of jails. The local public library or the regional library system shall provide general library service to the jail.
     - 1.7.1. Where the level of need of services does not require the full-time employment of a professional librarian, coverage may be through a public library or library system, through the pooling of resources and the sharing of services by two or more jails in the area, or through the use of a consultant.
     - 1.7.2. When library service is provided directly by the jail, the jail shall have a separate budget item for said services adequate to carry out the program in accordance with these standards.
     - 1.7.3. When library service is provided indirectly by a public library or system, said service should be funded cooperatively by the library and the facility. Most public libraries or systems will be able to provide general library services and materials, but the jail will need to provide funds for legal materials and should budget accordingly.

1.8. If library services are provided from outside the facility, there shall be a contractual agreement, reviewed annually, which stipulates lines of communication, areas of responsibility, and kinds of services.

2. Library materials shall include up-to-date informational, recreational, legal, and educational resources appropriate to individual residents, both in the library and in the living units. Jail library resources should be supplemented by the entire collections of local, regional, and state libraries, law libraries, interlibrary loan, and, when appropriate, libraries for the blind and physically handicapped.
   Such materials shall include, but need not be limited to:
   2.1. Books, including high interest/low vocabulary materials for beginning readers, foreign language materials, and paperbacks.
      2.1.1. In a jail with an average daily population of less than 50 residents, this shall consist of a collection of at least 250 titles. This may be accomplished by a book cart or bulk loan deposit collections from a public library. Such collections should be updated at least every 3 months.
      2.1.2. In a jail with an average daily population of 50-150 residents, this shall consist of a collection of at least 2,000 titles. Again, the collection may be provided by the public library, but no more than 60 percent of the collection should be a short-term (3 month) loan basis.
      2.1.3. In a jail with an average daily population of 150-500 residents, this shall consist of at least 6,000 titles.
      2.1.4. In a jail with an average daily population of more than 500 residents, the A.L.A. prison library standards should be followed.
   2.2. Legal materials recommended by the state law library or the American Association of Law Libraries.
      2.2.1. Jails without residents accused of felonies or on appeal shall maintain the recommended minimum legal collection.
      2.2.2. Jails with residents accused of felonies or on appeal shall maintain an expanded legal collection.
   2.3. Magazines reflecting the interests and tastes of the users.
      2.3.1. In a jail with an average daily population of less than 50 residents, there shall be at least 5 to 15 current titles, possibly in multiple subscriptions.
      2.3.2. In a jail with an average daily population of 50-150 residents, there shall be at least 15-30 current titles, possibly in multiple subscriptions.
      2.3.3. In a jail with an average daily population of 150-500 residents, there shall be at least 30-50 titles, in multiple subscriptions.
      2.3.4. In a jail with an average daily population of more than 500 residents, the A.L.A. prison library standards should be followed.

2.4. Newspapers, including local, state and national papers.
  2.4.1. In a jail with an average daily population of less than 50 residents, there shall be at least one local and one state newspaper subscription.
  2.4.2. In a jail with an average daily population of 50-150 residents, there shall be at least one local and one state newspaper title, in multiple subscriptions.
  2.4.3. In a jail with an average daily population of 150-500 residents, there shall be at least one national and one state newspaper title, in multiple subscriptions, and all local papers from areas served by the jail.
  2.4.4. In a jail with an average daily population of more than 500 residents, the A.L.A. prison library standards should be followed.
2.5. Such materials should also include:
  2.5.1. Music media such as records, audio tapes and cassettes, and players.
  2.5.2. Films and filmstrips and appropriate equipment.
  2.5.3. Games and puzzles.
  2.5.4. Typewriters.

3. There shall be sufficient, appropriately qualified staff, and necessary supporting personnel, to carry out the program in accordance with stated goals and objectives.
3.1. In a jail with an average daily population of less than 25, there shall be a member of the administration of the jail responsible for maintaining liaison with the public library.
3.2. In a jail with an average daily population of 25-100 there shall be one half-time librarian.
3.3. In a jail with an average daily population of 100-150 there shall be one three-quarters-time librarian.
3.4. In a jail with an average daily population of 150-500 there shall be one full-time librarian with assistants.
3.5. In a jail with an average daily population of more than 500 residents, the A.L.A. prison library standards should be followed.
3.6. The librarian responsible for maintaining standards of professional and ethical practice in the rendering of library services to the jail shall have a master's degree in library science from a recognized college or university.
3.7. Other individuals rendering library services, including media specialists, library and media technicians, inmate librarians, supportive staff, and volunteers, shall have qualifications appropriate to their responsibilities and duties.
3.8. Jail residents shall be trained by the librarian to assist in the library.
3.9. The librarian shall coordinate the purchasing of all print and nonprint materials for the facility, and act as the facility's informed agent in initiating the purchase of print and nonprint materials, and the library should serve as clearinghouse for all such holdings.
3.10. The librarian shall be responsible for developing and im-

plementing library policies consistent with necessary security measures and with the Library Bill of Rights of the American Library Association. These policies shall include materials selection, circulation, and retrieval. In addition, the librarian should participate in:

3.10.1. The interdisciplinary planning, development, and evaluation of jail programs.

3.10.2. Developing appropriate expectancies and attitudes within community libraries that residents will use.

3.10.3. Planning the utilization of library resources to optimize resident adjustment to the community upon release.

3.10.4. Educating appropriate members of the community concerning the library needs of residents.

3.10.5. Educating residents and staff in the availability of public library services.

4. The library shall approximate the services and programs of the public library.

4.1. Library services to the residents shall be rendered:

4.1.1. Both in the library and in the living units.

4.1.2. Directly through personal contact between the library staff and residents.

4.2. The circulation of materials shall meet the needs of the users.

4.3. Information services shall be provided as needed by the users.

4.4. Readers' advisory service shall be provided to bring the user and that material best suited to his/her needs together.

4.5. Programs for individual or group information or enjoyment shall be developed. These programs should include, but need not be limited to:

4.5.1. GED and basic education classes.

4.5.2. Book and media discussion groups.

4.5.3. Music.

4.5.4. Film programs.

4.5.5. Creative writing.

4.5.6. Speakers.

5. Library service to staff should include:

5.1. Provision of reference services relevant to their professional needs.

5.2. Provision of a current awareness program to alert staff to new materials and developments in their fields.

5.3. Orientation to library services and functions.

5.4. Cooperation in in-service training programs by recommending, providing, or producing materials in various media.

6. All library functions should be located within a centralized area, whenever this does not act as a barrier to accessibility for any group. Legal materials should be housed independently in an adjacent, controlled area.

6.1. Space, physical facilities and equipment shall be adequate to carry out the program and shall consist of at least the following:

Collection Minimum Requirements

Average Daily Population	*Book Collection Size*	*Shelving Linear Feet*	*Magazine Subscriptions*	*Newspaper Subscriptions*
Less than 50	250 titles	63	5-15	1 local, 1 state
50-150	2,000 titles	231	15-30	1 local, 1 state (multiple subscriptions)
150-500	6,000 titles	693	30-50	All locals, 1 state, 1 national
More than 500*				

Space Minimum Requirements

Average Daily Population	*Reader Space @ 25 sq. ft. per Reader*	*Other Space*	*Total Space*
Less than 50	50 sq. ft.	50 sq. ft.	100 sq. ft.
50-150	100 sq. ft.	100 sq. ft.	250 sq. ft.
150-500	300 sq. ft.	450 sq. ft.	750 sq. ft.
More than 500*			

Staffing Minimum Requirements

Average Daily Population	*Staffing*
Less than 25	1 liaison with the public library
25-100	1 half-time librarian
100-150	1 three-quarters-time librarian
150-500	1 full-time librarian with assistants

* See *Library Standards for Adult Correctional Institutions* (ASCLA, 1981).

6.1.1. Minimum space requirements for reading shall be 25 sq. ft. per reader for at least 25 percent of the average daily population with no less than 2 readers in a jail with a population under 50.

6.1.2. Minimum space requirements for storage shall be adequate to contain the general and legal materials required by these standards. See charts for shelving and space requirements (p. 93).

6.2. The hours during which the library is open shall meet the requirements of the majority of the library's users and should be as generous as possible.

6.3. Alternatives for library delivery include bookcarts, bookmobile stops, deposit collections, and mail service. Whatever form of alternative service is provided, it should be offered on a regularly scheduled basis.

7. Jails with an average daily population of more than 500 residents shall meet all requirements in the A.L.A. Standards for Prison Library Service. Again, this service should be provided by the public library or library system.

APPENDIX C

Sample Materials Selection Policy

Colorado State Library
Institutional Book Selection Policy

Purpose

The purpose of this Book Selection Policy for the institutions served by the Colorado State Library is to guide the librarians and/or administrators of the various institutions in the selection of materials to be used in the institutional library programs. This policy will further serve the Institutional Consultants of the Colorado State Library in the selection of materials and in training the staff of the institution in selection procedures.

Philosophy of service

The libraries in the institutions served by the Colorado State Library are designed to support the basic goals of the various institutions and to provide materials that are educational, recreational, vocational, and which will aid the residents in the often difficult process of reentry into society. All materials considered will be judged against these criteria. The library programs are serving all residents in a number of ways and are organized to be an integral part of the institutional plan. Materials selected will, in no way, undermine the basic objectives of the institution, nor will they jeopardize their security. However, the Colorado State Library is strongly committed to the concepts of intellectual freedom and the freedom of access to information. Materials in question will be examined by the Institutional Consultants and members of the administration of the specific institution. In no case

will a general policy of censorship be accepted. Controversial items will be considered individually.

Scope

The Institutional Book Selection Policy of the Colorado State Library will apply to all institutional libraries served by the State Library at present and will be applicable to any additional libraries served in the future. The policy may further serve as a model for other institutional libraries that are not state-supported and, therefore, are not directly served by the Colorado State Library. In conjunction with this Book Selection Policy, individual institutional libraries will be encouraged to develop acquisition plans to meet the specific needs of the institution.

Clientele

The Colorado State Library's Institutional Program serves the residents of all state-supported institutions in the State of Colorado. Institutions served include hospitals, state home and training schools, the School for the Deaf and Blind, correctional institutions, youth centers and camps, mental institutions, and nursing homes. Currently, there are approximately 6,000 residents of state institutions, with large segments of this population changing frequently due to variations in length of residency at the institutions. The population served ranges from the young child to the elderly, no schooling to highly educated, physically developed to no motor skills, and socially developed to persons who have spent most or all of their lives in institutional settings with little or no contact with the outside world.

The Colorado State Library also serves the staffs of the state-supported institutions and provides assistance in selection of materials that will aid the staff members in the performance of their duties, educational advancement, and personal development.

Selection Criteria

It is the responsibility of the institutional consultants of the Colorado State Library to work with the librarians and/or administrators of the institutions to provide the most comprehensive library service possible in each institutional setting. Because of the limitations of budget and time, every effort will be made to provide materials that are of high-interest and will be used by a large number of residents. Sharing of materials among the institutions will be encouraged and institutional use of local library facilities and resources will be recommended.

The following criteria will be applied to all materials (print and nonprint) considered for placement in institutional libraries:

1. Materials will be selected to meet the specific needs and interests of the residents and staff.
2. Selection of materials will be consistent with the residents' abilities. Some materials or formats not normally found in standard public libraries (such as comic books) may be considered relevant to motivate the nonreader in an institution.
3. Selection of format of materials will also be consistent with the residents' abilities. Nonprint materials will be examined in relation to cost, audience appeal, and facili-

ties for utilization of the materials at the institution.

4. Materials will be selected in *support* of the educational programs but the library will not be the sole provider of classroom materials. The institution will be required to accept the responsibility for the educational program with the library providing auxiliary materials.
5. Titles will be examined with the specific needs of each institution in mind. Materials suitable for a correctional institution would not necessarily be suitable for a nursing home or hospital collection.
6. Current materials, such as newspapers or weekly news periodicals, will be considered for institutions where appropriate.
7. The responsibility for the legal collections will be borne by the institutions and not the Colorado State Library. The institutional consultants will provide, when requested, assistance in selecting legal materials.
8. Institutional librarians, staff, administrators, teachers, and residents will be instructed to maintain lists of desired subjects, authors, and titles for consideration.
9. Gift materials will be accepted by the institutions with the understanding that such materials may be included in the collection, given to another institution, or even discarded at the discretion of the institutional librarian in conjunction with the institutional consultants of the Colorado State Library.
10. Materials will be selected to reflect the ethnic make-up of the institutions and to provide a sense of pride and culture to those of various ethnic backgrounds.
11. Nonfiction materials will be examined in consideration of subject, appeal to a wide audience, and areas of collection that are in need of concentration.
12. Fiction materials will be examined in consideration of subject, popularity, and reviews. Specific popular subjects (such as westerns, science fiction, and mysteries) will be selected on individual merit and requests received from the institutions.
13. Foreign language materials will be selected and provided when requested by an institution, with consideration given to budgetary limitations and the number of residents who will be served by materials in a foreign language.
14. Periodical titles will be selected with reference to the audience served by a given title. Periodicals purchased will necessarily require that fewer other materials be purchased and will be considered for selection with this fact in mind.
15. Reference materials will be selected with the immediate needs of the residents' in mind. General reference materials will be purchased on a limited basis for each institution. More detailed reference needs will be directed to the local public library or the state library staff.
16. Paperback materials will be given consideration in light of clientele preference and low cost. Reference materials will be provided in hardbound editions whenever possible.

APPENDIX D

Sample Policy Statements

Richmond City Jail
Library Procedure

Purpose

The purpose of the Richmond City Jail Library is to meet the educational, legal, vocational, and informational needs of the inmates who are confined to the institution. The program benefits the overall rehabilitation effort of the city jail, and provides an outlet for the inmates to relieve the constant monotony brought about by long periods of confinement.

Procedures

Main Library--Located next to the canteen
Hours--Monday, Wednesday, Friday--6:30 A.M.-11 A.M.,
1 P.M.-3 P.M.

Male Inmate Visitation--Inmates are allowed access to the library during their canteen time. On Friday, when double canteen is run, the library will be closed for the afternoon run.

Male Maximum Security Inmates--Books are taken to these inmates every Friday afternoon. Special requests may be given to the librarian at this time.

Library Books--The inmate may check out two (2) books during his library visit. Special requests for books not available at the city jail may also be made at this time. These requests are filled at the Richmond Public Library on Tuesday and Thursday by the librarian. Inmates should not need to have more than four (4) books in their possession at one time. All other books should be returned to the library by inmates or officers finding these extra books on the tiers.

Females--Bookcases in the female section of the jail are supplied with copies of the same paperback books made available to the male inmates. The females select books and return them to the shelves at their leisure. Special requests for books are taken by the librarian on Wednesday afternoons.

Law Library--Located on the second floor in the felony corridor.
Hours--Monday, Wednesday, Friday--8 A.M.-11 A.M., 1 P.M.-3 P.M.

Law Books--Legal books are made available to the inmates in the law library. In order to visit the law library, an inmate must fill out a request slip which is available in the main library.

The request slip records the inmate's first and last name, jail number, tier location, and date. The slips are collected by the librarian on duty in the law library several times daily. They are numbered, and inmates are called in order of their requests, and as seating space becomes available.

The request slips are given to the officer on duty in the law library or to the officer at the podium. Inmates are called from their tiers by the officer. There is no maximum number of

inmates permitted at one time in the library. This is left to the discretion of the librarian. Approximately 25 inmates are called to the library in the morning, and an additional 25 (approximately) are called in the afternoon. Inmates who do not complete their work during their visit are advised to sign another request slip. Due to the number of inmates called each day, there is rarely a backlog of requests. An inmate who leaves a request slip in the late afternoon will usually be called on the next day of library operation.

At no time are law books allowed to be checked out. They are used only for research within the library. There are folders of Xeroxed materials which are occasionally checked out to inmates who do not otherwise have access to the library because of conflicting schedules (as may occur with trustees or men working in the cafeteria or education tier).

Women's Tier--A request sheet is available in the women's tier and they may visit the law library on Monday, Wednesday, and Friday from 6 P.M.-9 P.M. Law books may be taken to the women's tier upon request and used in the "red room" in the presence of the librarian. The folders containing Xeroxed materials may also be checked out.

A matron from the women's tier will bring the women (no more than 15 at a time) to the law library. This matron will remain in the library and a law library trustee will be present to assist the women in their research from 6 P.M.-9 P.M. The law library door will be kept locked during the visit, and the women will be counted before and after the visit. If additional time is needed beyond these hours, time will be provided during the weekend.

The women will sign the same visitation books as the men, and documentation will be kept in the same manner as it is during the day.

Inmates who sign the request sheet must do so themselves each time they wish to visit the law library. No one can sign for another person.

The librarian will visit women in isolation to learn if they need law materials.

Documentation--It is a legal requirement that inmates have access to legal materials (*Bounds* vs. *Smith*) 430-US 817 (1977). Documentation is mandatory and is recorded in two places. Upon entering the law library, the inmate is required to sign the visitation book and the request slip. The book records the date, time, inmate's signature, number, and any necessary comments regarding the visit.

If an inmate is notified of his opportunity to come to the law library and is unable or refuses to do so, he is still required to sign the request slip indicating the date of his opportunity to use the library.

Orlando Public Library Service to
Orange County Jails Policy Statement

Service is provided to the Orange County Jail, the Orange County Jail Annex, and the Orange County Correctional Institute.

1. In the Orange County Jail, and the Orange County Jail Annex, library service is provided to inmates by a cell-to-cell delivery with separate floors being done on alternate weeks. At this time the librarians take a cart of assorted paperbacks and magazines to each cell and pass books through the bean-hole or bars as requested by the inmates in that cell. Special requests are also taken at that time. Library cards are not required.
2. Films are shown once each week in the Orange County Jail and the Orange County Correctional Institute. Thirty to forty inmates are permitted to attend these films in each facility. Permission to attend the films may be requested through the Counselor in OCJ and the classroom teachers at OCCI. Books and magazines are also available at this time and special requests for books can be made.
3. Special Requests--Specific titles or subject areas can be requested in writing (please include name and cell number on each request) or verbally to one of the librarians, teachers, or Counselor. Requests may also be called into the library, but deliveries are made only on: Mondays at the Annex; Fridays at OCCI; Wednesdays and Thursdays at OCJ. Books will be distributed to the cells as soon as is convenient.
   If the book or a note of explanation is not received within a week of the request, that book has been put on reserve and will be delivered as soon as a copy is available. This sometimes takes several weeks before the book has been returned and can be checked out again. It will be appreciated if these special requests are treated with care and returned as soon as possible. Others may be waiting for the book. Please do not lend these books to other inmates.

   Special requests cannot be taken for magazines or reference books since these materials do not normally circulate from this library.
4. Legal materials--The Orlando Public Library has a limited collection of popular legal books and some law books, Supreme Court cases, etc. . . By no means is this a law library. However, every attempt will be made to provide materials as requested. The librarians are not permitted to give legal advice and any legal materials supplied are not guaranteed to be the most up-to-date, nor does the library make any judgement about the use of these materials in an individual case. Research questions involving evaluation and selection of sources cannot be answered by this library and should be directed to an attorney or other source of legal counsel. There is a small law library housed in OCCI and inmates having extensive needs for legal materials can request permission to use that collection. Such requests should be directed to OCJ Counselor, or appropriate jail staff.

APPENDIX E.

Sample Interest Surveys

Library Interest Survey

1. Why do you go to the library? Rank in order. Place *1* by the most important, *2* by the next, etc.

____Pleasure reading
____School assignments
____Research
____Relaxation
____Don't go
____Other

2. Did you ever use the public library in the free world?

____Yes ____No

3. Have you ever been taught how to use a library?

____Yes ____No

4. Do you know how to find material in this Unit library?

____Yes ____No

5. Did your free world school have any kind of library?

____Yes ____No

Did you use it often?

____Yes ____No

Newspapers and Magazines

6. Do you read a newspaper . . . (check one)

____Every day
____A few times a week
____About once a week
____Sundays only
____Less than any of above

7. When you read a newspaper, which of the following sections do you read?

____News about world affairs
____Weather
____Comics
____Sports
____Women's section
____Editorials
____Letters to the editor
____Stocks and bonds
____Advertisements (Store ads, want ads, etc.)
____News about civil rights
____Death notices
____News about politics and government
____Book reviews
____Movie news
____Your horoscope
____Advice to the lovelorn
____Television news

8. What magazines do you like to read?

____*Reader's Digest*
____*Ebony*
____News (*Time, Newsweek, U.S. News*, etc.)
____Women's housekeeping (*Ladies Home Journal, McCalls, Good Housekeeping*)
____Women's glamour (*Glamour, Mademoiselle, Seventeen*)
____Men's (*Playboy, Esquire, True, Argosy*)
____Sports (*Sports Illustrated, Field and Stream*)
____Movie or television (*Modern Screen*)
____Love and romance (*True Stories*)
____Religious (*Religious Herald, Upper Room*)
____Trade magazines (*Mechanix Illustrated, Electronics*)
____Others. Please name.

Reading Background

9. Here are some reasons people have for reading. Which are yours?

____For information
____For employment
____For enjoyment
____To help with school work
____To learn to do something
____To get your mind off problems
____Other, please specify.

10. Often when people are learning to read or trying to improve their reading, they have problems of various kinds. What kinds of problems do you run into?

11. People like to read different things. Check the types you like to read most. Place a star (*) by your favorite.

____Paperback books
____Hardback books
____Comic books
____Newspapers
____Magazines
____Other. Specify.

Other Background Information

12. When you have free time here at TDC do you prefer to . . .

____Study
____Read a book or magazine
____Talk to friends
____Write letters
____Play cards or other games
____Watch TV or listen to the radio
____Sleep
____Workout in the gym
____Other. Specify.

13. What kind of work have you done in the free world?

14. What kind of work are you doing at TDC now?

15. What is the last grade you completed in school?_____
What age were you when you left school?_____
What reasons did you have for leaving school? (You may have had more than one reason.)

ANSWER CHOICES BELOW

____Graduated
____Expelled
____Illness in family
____Had to support self
____Wanted extra spending money
____Married
____Feeling that school did not meet personal needs
____Disturbances in school
____Was getting poor grades in school
____Trouble with teachers or school authorities
____Own illnesses
____Other family problems
____Had to support family
____Military service
____Pregnant
____Other, please specify.

16. What games do you enjoy?

____Cards
____Dominos
____Pool
____Checkers
____Board games
____Bowling
____Other. Please name.

17. Which place(s) would you like to travel and/or visit?

____Asia
____Europe
____United States
____Africa
____Australia
____South America
____Canada
Other(s). Please name.

Books

18. What kind of books do you prefer to read? Rank in order of preference: 1, 2, 3, 4, 5, etc.

____Fiction
____History
____Western life
____Travel
____Religion
____Poetry
____Biography
____Psychology
____Science
____Philosophy
____Sociology
____Other. Please name.

19. What kind of person do you like to read about or see in the movies? Check all that apply. Place a star (*) by the kind you like most.

____Beautiful or handsome
____One who has always had wealth
____Poor
____One from a rural area
____A religious person
____Mentally disturbed
____Mentally superior (a brain)
____Ugly or plain
____One who becomes rich
____Someone from the street
____Bewitched; black magic
____Physically handicapped
____Physically superior
____Sophisticated or "cool"

20. How many books do you average reading?

____per week ____per month ____per year

21. Is there any book you would like to read that the library doesn't have?

____No ____Yes If yes, what?_____

22. Do you know how to request a specific book from the unit library?

____Yes ____No

Music

23. Now, a question about music. Do you enjoy . . .

____Country
____Rock and roll
____Jazz
____Classical
____Progressive country
____Soul
____Religious
____Folk
____Other, please name.

24. Do you play any musical instruments?

____Yes ____No

If yes, what kind(s)?

____Guitar
____Piano
____Clarinet
____Saxophone
____Harmonica
____Trumpet
____Drums
____Trombone
____Other, please name.

Television and Radio

25. Check the television programs which you prefer to watch.

____News and weather
____News specials
____Sports
____"Gunsmoke"
____Movies
____Cartoons

____"As the World Turns"
____"Star Trek"
____"The Lucy Show"
____"Sanford and Son"
____"Flip Wilson Show"
____Talk shows
____"Sesame Street"
____"Merv Griffin Show"
____"Days of Our Lives"
____"MASH"
____"60 Minutes"
____"Maud"
____"The Waltons"
____"Ironsides"
____"The Untouchables"
____"All in the Family"
____"Chico and the Man"
____Entertainment specials
____Quiz shows
____"The Doctors"
____"Somerset"
____"Soul Train"
____"Community Forum"
____Oral Roberts; Billy Graham
____"Columbo" (Mystery Theater)
____Others. Name

Library Interest Survey

Attached is a survey from the library here at Staunton Correctional Center. We are trying to organize your library so that we can provide services and programs which will be of interest to you. So--we need information from you concerning what kinds of materials, services and programs you want. You can help us equip the library for you by completing the attached interest survey. Do not put your name on it unless you want to. Thank you for your cooperation.

Librarian

Return the survey to *Library* or to your *floor officer*.

Staunton Correctional Center

RSA Library Interest Survey

1. Why do you go to the library? Check your reasons for going.
   ____Pleasure reading
   ____School assignments
   ____Research
   ____Information
   ____Relaxation
   ____Don't go
   ____ther--specify
2. Would you like instruction on how to use your library?
   ____Yes ____No
3. People like to read different things. Check the types of things you like to read most.
   ____Paperback books
   ____Hardback books
   ____Comic books
   ____Newspapers
   ____Magazines
   ____Other--specify_____
4. What kinds of books do you like to read or want to read?
   ____Fiction
   ____History
   ____Westerns
   ____Black literature
   ____Other countries
   ____Religion
   ____Jobs and careers
   ____Electoral politics
   ____Alternative politics
   ____Mysteries
   ____Family information
   ____Philosophy
   ____Sociology
   ____Science Fiction
   ____Parapsychology (occult, etc.)
   ____Death and dying

____Poetry
____Arts and crafts
____Legal
____Sex
____Sports
____Biography
____Psychology
____Science
____Health
____Self-awareness
____Others--list

5. What hours and days should this library be open? Why?

6. Are there any books, or subject areas, that you would like to read that the library doesn't have?
____Yes ____No If yes, what_____

7. Your library receives the following newspapers. Which do you read?
____*Afro-American*
____*Billalian News*
____*Richmond Times Dispatch*
____*Roanoke Times*
____*Staunton Leader*
____*Washington Post*
____*Norfolk Star Ledger*

8. If there are other newspapers you would like to read please list them.

9. Your library receives the following magazines. Which do you read?
____*Time*
____*Newsweek*
____*U.S. News & World Report*
____*Ebony*
____*Scientific American*
____*Readers Digest*
____*Sports Illustrated*
____*Modern Photography*
____*Street Chopper*
____*High Fidelity*
____*Road & Track*
____*Essence*
____*Mad Magazine*
____*Rolling Stone*
____*The Sporting News*
____*Field & Stream*
____*Strength & Health*

10. If there are other magazines you would like to read list them.

11. Do you have your own subscription to any magazines?
____Yes ____No If yes, which ones_____

12. What else other than books and periodicals can the library offer? For example: group discussions (on books, current events, etc.) special interest displays, films, etc.?

13. If you have visual problems, would you use services such as:
____Large print books
____Large print periodicals
____Books recorded on records and tapes
____Other, please list.

14. The library may be able to conduct a music program. What types of music do you enjoy?
____Rock and roll
____Blues
____Jazz
____Soul
____Country
____Progressive country
____Classical
____Religious
____Folk
Other--please list_____

15. If you have special skills, such as music, art, crafts, writing, etc., will you be willing to share them with other people and help the library put on workshops and programs?
____Yes ____No If yes, what are your skills_____

16. We want to name the library--what name do you suggest?

OPTIONAL QUESTIONS: You can further help us by giving your criticisms of the interest survey.

17. Do you think this survey will help us meet your library needs?
____Yes ____No Why?

18. What other questions, if any, should have been included? Why?

20. Which ones, if any, should have been left out? Why?

21. Any other comments, suggestions, etc.

Notes

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5. Speech by Judy Glass at Improving Jail Library Service Project Planning Committee Meeting, Chicago, Ill., Feb. 1980.

6. Statement by a multioffender during last detention at King County Youth Service Center in Seattle, 1976, quoted in letter from Sue Madden to Flynn Nogueira, Mar. 1980.

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CHAPTER 2

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CHAPTER 7

1. Letter to Linda Bayley, Aug. 1979.

CHAPTER 9

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